DOCUMENT RESUME

ED 191 294 FL 011 581

AUTHOR Moll, Marita, Comp.
TITLE Teaching French as a Second Language in Canada. Bibliographies in Education, No. 70.
INSTITUTION Canadian Teachers' Federation, Ottawa (Ontario). Research Div.
PUB DATE Sep 79
NOTE 101p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Bilingualism; *French; Language Research; Language Tests; *Second Language Instruction; Second Language Learning; Second Language Programs
IDENTIFIERS Canada

ABSTRACT

The major emphasis of this bibliography is on Canadian research in teaching French as a second language published since 1967. Important references before that date, as well as selected British and American references, have also been included. Seven subtopics have been established: aims and objectives of second language instruction, bibliographies, bilingualism and its effects, factors affecting second language learning and retention, programs of instruction, research methodology and reviews of research, and measurement and evaluation. Entries are listed alphabetically under the relevant subtopic and annotated whenever possible. Many of the entries are ERIC documents. (Author/JB)

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TEACHING FRENCH AS A SECOND LANGUAGE IN CANADA

The major emphasis in this bibliography is on Canadian research material published since 1967. However, important references before that date, as well as selected British and American references, have also been included. In order to make the material more accessible, seven subtopics have been established. Entries are listed alphabetically under the relevant subtopic and annotated whenever possible.

Sources consulted in preparing this bibliography include the Canadian Education Index (CEA), Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Educational Documentation and Information no. 204 (Unesco), and Resources in Education (ERIC).

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This bibliography was prepared in the George G. Croskery Memorial Library by Mrs. Marita Moll.

Geraldine Channon Gilliss
Director
Research and Information Services

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1. Aims and Objectives of Second Language Instruction

1. Baslaw, Annette S. Where do we go from here? Foreign Language Annals 8, no.3:189-199 Oct'75. EJ 124 332.

This paper examines the role of foreign language teaching in answering the external needs of students, including equipping the student with vocational or professional skills, and the internal needs, including the broadening of perception of self, society and culture. Communication in general and participation in society benefit from foreign language education.

**2. Brisk, Maria E. The Role of The Bilingual Community in Mandated Bilingual Education. Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1977. 21p. Available ERIC. ED 138 086.

It is the purpose of this report to alert community organizers, school officials, and scholars to their mutual interest in securing community involvement in the planning and execution of bilingual programs. The report focuses on the structure of the community and other interested parties, on the type of community organization required for effective action, and on the role of the community in setting goals for implementing and monitoring bilingual programs. Specific aspects of the planning of a bilingual program are discussed such as needs assessment including a survey of school children, the setting of goals, and technical issues such as language type to be used, materials, accurate assessment of language proficiency, and teaching personnel.

*3. Canada. Royal Commission on Bilingualism and Biculturalism. Report. Ottawa: Information Canada, 1967. 6 vol.

The Commission presents its findings and recommendations on language and culture policies in Canada. Six volumes deal with the following aspects in depth: the official languages; the work world - public and private sectors - and the socio-economic status of Canadians of different ethnic origins; education and its relationship with the official languages and different cultures; the federal capital; Parliament, the Cabinet and the Supreme Court; voluntary associations; other ethnic groups and their contribution to the cultural enrichment of Canada; the arts and letters; and the mass media.

**4. Canadian Society for the Study of Education. Yearbook: Bilingualism in Canadian Education: Issues and Research/Le bilinguisme dans l'éducation canadienne: la recherche et les problèmes. Edmonton: CSSE, 1976. 136 p.

The papers in this volume consider the issues associated with educational programs for particular linguistic groups in Canada. In addition, they review available research findings related to existing programs.

*5. Canadian Teachers' Federation. Development of Bilingualism in Education/Le développement du bilinguisme en éducation. Ottawa: CTF, 1976. 76 p.

Proceedings of an information seminar on the programs of the Department of the Secretary of State/Compte-rendu du collogue d'information sur les programmes du Secrétariat d'État du Canada.

6. Carey, S.T. (ed). Bilingualism, Biculturalism and Education. Edmonton: University of Alberta, 1974.

**7. Chaudron, Craig. Teachers' Priorities in Correcting Learners' Errors in French Immersion Classes. Working Papers on Bilingualism, no.12. Toronto: Ontario Institute for Studies in Education, 1977. 25 p. Available ERIC. ED 135 232.

Observation and analysis of classroom interaction is used in a pilot study of Grade 8 and 9 French immersion programs to evaluate the relative importance placed by teachers on different student oral behaviours. Results showed that learning of lesson content was not subordinated to second language acquisition.

**8. Cheek, William and others. Effects of Social Situation on Language Use: Theory and Application. CAL-ERIC/CLL Series on Languages and Linguistics No.10. Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975. Available ERIC. ED 104 147.

Foreign language students often find themselves unable to produce appropriate responses in certain social situations. A contributing factor is that until recently, linguistics and foreign language educators have concentrated on the student's acquisition of language and have not concerned themselves with language usage. The purpose of this paper is to focus attention on the need to teach language students not only what to say, but how to say it and when.

*9. Donoghue, Mildred R. Foreign Languages and the Elementary School Child. Dubuque, Iowa: Wm. C. Brown Co., 1968. 403 p.

This book is designed to assist classroom teachers and language specialists in understanding the historical background, related research, teaching strategies, teaching techniques and objectives related to foreign language teaching.

*10. Duhamel, Roland J. Bilingual immersion. Education Canada 16, no.1:28-34,37 Spr'76. EJ 149 324.

An investigation into what parents, administrators, teachers and trustees really think about immersion programs.

*11. Federation of Women Teachers' Associations of Ontario. FWTAO Position Paper on Teaching French as a Second Language, 1978. Toronto: FWTAO, 1978. 27 p.

The Federation, though not opposed to the extension of French programs in elementary schools, urges that the Ministry and school boards not

make hasty decisions on particular types of programs until all implications have been considered. The brief recommends that the importance of English language and culture not be overlooked and that the special needs of children who may not be able to benefit from a French program must not be sacrificed in order to provide smaller classes for the teaching of French.

12. Fishman, Joshua A. Bilingual education -- a perspective. IRCD Bulletin 12, no.2: Spr'77. EJ 163 543.

    Discusses the nature of bilingual education, the four types of bilingual education programs, the rationale for bilingual education, the possible influence of bilingual education upon language teaching and language learning, external influences upon language teaching, the relationship of bilingual education to compensatory education, etc.

13. Frasure-Smith, Nancy, and others. Choosing the language of instruction for one's children: a Quebec study. Journal of Cross-Cultural Psychology 6, no.2:131-155 Jun'75. EJ 121 915.

    Ethnic identity patterns and motivations of selected subgroups of Quebec French- and English-Canadian parents, who send their children to "other" language schools (i.e., French-Canadians to English language schools and English-Canadians to French language schools) were compared with those whose children attend schools where the home language is used as the medium of instruction. All parents agreed on the benefits of bilingualism in occupational and educational matters. However, people perceive different costs and rewards associated with choice of language of schooling.

*14. French core curriculum planning work started: Montreal to help B.C. Education Today 4, no. 3:1-2 Nov'77.

    The B.C. Ministry of Education announced plans to establish a French language core curriculum which is designed to make complete French language education available in any community where it is requested by 10 students or more.

*15. Ghali, F. Performance objectives and individualization in teaching French as a second language. Alberta Modern Language Journal 13:23-30 Spr'75.

**16. Gold, Norman C. Evaluation of Community Involvement in Curriculum Development in Bilingual Schools. Paper presented at the New York State English for Speakers of Other Languages/Bilingual Education Conference, Albany, October, 1976. 30 p. Available ERIC. ED 135 238.

    The purpose of the study was to gather data which would facilitate the preparation of a framework and an instrument for evaluating community involvement in curriculum development in bilingual schools. The paper presents a rationale for such involvement, describes barriers which

must be overcome in order for such participation to take place, and suggests a framework for evaluation of that involvement.

*17. Halpern, Gerald. Evaluation findings and second language program policies in The Canadian Education Association. Educational Research and Policy Formation. Toronto: CEA, 1978. p.63-76.

One major area for decision making that today faces many Canadian school systems is that of designing a cost-effective program for the teaching of French as a second language. The primary purpose of this paper is to illustrate the relationship or lack of relationship between evaluation study findings and policy decisions. The case study method is used.

*18. Halpern, Gerald and others. An evaluation of French learning alternatives and comments of guest analysts. Canadian Modern Language Review 33, no.2:162-179 Nov'76. EJ 150 322.

A summary is given of two years of school system research comparing the effectiveness and costs of the immersion, "extended" and "core" approaches to teaching French as a second language. This research took place in two Ontario boards of education. Comments and criticisms are made by three guest analysts.

19. Hertzog, R.L. What you expect from second-language learning? Modern Language Journal 12:11-16 Spr'74.

*20. Jackobovits, L.A. Dilemma of bilingual education in Swain, Merrill, ed., Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: Ontario Institute for Studies in Education, 1972. p. 73-75.

The author questions the "over-cautious" attitude toward the implementation of bilingual education in Ontario and the insistance on "scientific proof" that a particular program will not be detrimental to the intellectual development of the child.

*21. Kenny, Morgan. French, the impossible dream. Alberta Modern Language Journal 16, no.3:19-32 Spring'78.

There is a general misunderstanding of the average child's life at school and of the time and effort needed to develop any control of a second language. Departments of Education, publishers, politicians and the general public set unrealistic goals for idealistic situations. Teachers should communicate to students and the general public the more realistic expectations of an ordinary French course. Over a period of years, teachers can develop in students some ability to understand French in natural unstructured situations, to read for main ideas, and write with a fair level of accuracy in structure and spelling. Finally, they can ensure that the program materials are sympathetic to students' problems and in line with realistic goals.

22. Kobrick, Jeffrey W. The compelling case for bilingual education. Saturday Review 55, no.18:54-58 Apr 29'72. EJ 056 252.

**23. Krear, Serafina. Development of Pre-Reading Skills in a Second Language or Dialect. Quebec: Laval University, International Center on Bilingualism, 1971. 23 p. Available ERIC. ED 060 754.

The bilingual education program in a given community should be based on a sociolinguistic assessment of that community, and community members should be involved in assessing the surrounding bilingual reality and in deciding whether they wish to mirror that reality in the biliteracy program. This paper presents alternatives for bilingual programs based on the nature and objectives of the community. The program models presented illustrate the relative use of the native language or dialect and the second language or dialect in areas of concept development, prereading skills, written and oral language development, and reading instruction.

24. Laforge, L. L'enseignement du français, langue seconde, dans le monde du travail et dans les écoles du Québec. Québec: Editeur Officiel, 1973. 544 p.

25. Laing, G.M. Is French necessary? Alberta Modern Language Journal 13:6-18 Fall'74.

26. Lamoureux, P.A. Les cours d'études dans les écoles bilingues -- raison d'être et mise en oeuvre. Langue et culture 1:31-41 aut'70.

*27. Lazaruk, Walter A. The Canadian context and second languages in schools. Alberta Modern Language Journal 17, no.1:30-37 Fall'78.

The author discusses the objectives of second language education in Canada and the role of the schools in fostering bilingualism.

*28. Lazaruk, Walter A. What schools can do in second languages. Alberta Modern Language Journal 16, no.3:6-18 Spring'78.

Current educational research and possible directions for the improvement of second language education in schools are discussed in the light of current Canadian political and economic influences. The Ontario Ministry of Education has proposed three levels of proficiency in French as reasonable objectives to be achieved by secondary schools in their different programs. The programs are discussed with reference to cost, need, educational value, time available, methodology, student needs and attitudes.

**29. Levinsky, Frieda L. Theory and Practice of Bilingualism. 1970. 39 p. Available ERIC. ED 056 554.

This paper presents a discussion of the theory of bilingual education, including ideas developed by several linguistic researchers. Various aspects of bilingual education are discussed including objectives,

definition, raison d'être, dominance and balance, learning, types, and barriers. Second language learning is considered along with reasons for studying a second language, relevant misconceptions, and obstacles to learning. The role of the effective teacher, bilingual word meaning, and test validity are covered in the paper. The author reports on educational experiments in bilingualism and provides a suggested lesson plan and bibliography.

30. Liddy, C.R. and others. Case for French in the secondary school program. BC School Counsellors' Association Newsletter 4:15-18 Feb'75.

*31. Macnamara, J. Objectives of bilingual education in Canada from an English-speaking perspective in Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: OISE, 1972. p. 7-10.

The author suggests that the benefits to English-speaking Canadian children of learning French at an early age far outweigh any costs involved.

32. Macnamara, John. What Can We Expect of a Bilingual Programme? Working Papers on Bilingualism, No.4. Toronto: Ontario Institute for Studies in Education, 1974. 16 p. Available ERIC. ED 123 875.

How do the expectations for bilingual educational programs of legislators, educators, parents, students and ethnic leaders match one another? What expectations are implicit in the actual practice of schools, of homes, of evaluators? How does all this fit in with what we understand about the best way for children to learn a language? This paper attempts to answer these questions and in so doing finds much that is contradictory, much that is misleading, and much that is just poorly conceived. It also suggests more reasonable approaches to the relevant issues.

*33. McVie, W.E. French as a second language. Education Canada 16, no.1:12-5 Spr'76. EJ 149 321.

Some notes on what we have found out about how, when and why we are teaching French.

*34. Martin, Agathe et Hélène Mignault. Enseigner le français comme langue seconde: plus qu'un défi une responsabilité. McGill Journal of Education 10, no.2:141-9 Fall'75.

La question de l'enseignement du français comme langue seconde au Québec est présentement une question des plus pertinentes. En effet, doit-on faire une distinction entre le fait d'enseigner une langue seconde (ou étrangère) quelle qu'elle soit et où que l'on se trouve et le fait d'enseigner le français comme langue seconde dans le contexte québécois actuel? Une langue doit-elle nécessairement se rattacher à une culture?

*35. New Brunswick Teachers' Association. Brief on Second Language Instruction in New Brunswick. Fredericton: NBTA, 1978. 15 p.

The New Brunswick Teachers' Organization presents recommendations in the area of immersion programs, core programs, teacher training and retraining, funding, curriculum materials and research projects needed.

*36. New Brunswick Teachers' Association. French III Council. The State and Future of the Teaching of French as a Second Language in the Province of New Brunswick. Fredericton, NBTA, 1976.

The French III Council of the NBTA conducted a study on the state of second language education in the Province of New Brunswick. The scope of the study included second language philosophy, teaching methodology, immersion and core programs, teacher training and retraining, additudinal problems and the need for special funding. Appendicies include details of evaluation tools used and results, a listing of immersion programs by district and grade, a listing of teacher education institutions offering courses for language specialists and course descriptions and tables summarizing the extent of second language programs offered in other provinces, teacher certification requirements, funds available and future plans.

*37. Oldenhof, O.A. French as a second language and the Alberta Curriculum. Alberta Modern Language Journal 17, no.1:14-29 Fall'78.

An outline of the work being done by the Curriculum Planning Committee of the Provincial Government towards the development of a rationale, sequential curriculum guide for second language programs in Alberta.

*38. Ontario. Ministerial Committee on the Teaching of French. Report. Toronto: Ontario Ministry of Education, 1974. 59 p.

This Committee was established in 1973 to prepare recommendations towards a curriculum guideline for French programs of varying length and intensity, K-6, to provide advice to the Ministry regarding all aspects of the program and to suggest basic and supplementary support material needed for effective programs. Chairman: Mr. Robert Gillin.

*39. Ontario. Ministry of Education. Teaching and Learning French as a Second Language. Toronto: Ontario Ministry of Education, 1977. 24 p.

This booklet presents details of a major new program to improve and expand the teaching and learning of French as a second language in Ontario schools. Goals and levels of achievement are clearly defined. Information on government funding of second language programs is provided.

*40. Ontario Public School Men Teachers' Federation. A Position Paper on the Teaching of French as a Second Language in the Public Elementary Schools of Ontario. Toronto: OPSMTF, 1977. 14 p.

The Federation presents its recommendations regarding curriculum, incentive grants, declining enrolment, the role of the Ministry, teacher workload, certification, and the role of the Federation.

*41. Pâquet, J. Le rôle des écoles dans le bilinguisme. Modern and Classical Language Bulletin 9:9-11 Spr'71.

Afin de saisir le but de former des étudiants raisonnablement bilingues, les écoles doivent remanier leurs programmes de français. Il faut consacrer plus de temps à l'étude du français; les classes doivent être moins nombreuses; les étudiants devraient être tenus de parler français dans la classe et les enseignants devraient être mieux formés.

*42. Parker, Douglas V. Planning an immersion program in French. Elements 5:5-6 Dec'73.

Discusses some factors to be considered by boards before implementing an immersion program.

*43. Partlow, H.R. Costs of Providing Instruction in French to Students Studying French as a Second Language: An In Depth Study of Seven Ontario School Boards. Toronto: Ontario Institute for Studies in Education for the Ministry of Education, Ontario, 1977. 169 p.

This research, covering a twelve-month period from February 1976 to February 1977, undertook in-depth studies of the costs of French programs in the elementary grades in seven school systems in Ontario. Four of these were urban and three were semi-urban/semi-rural in population distribution. Regulars, extended and immersion programs were studied to determine dollar costs and program costs.

**44. Paulston, Christina Bratt. Theoretical Perspectives on Bilingual Education Programs. Working Papers on Bilingualism No.13. Toronto: Ontario Institute for Studies in Education, 1977. 51 p. Available ERIC. ED 140 667.

This paper discusses some major theories of social and educational change (e.g., evolutionary theory, structural functional theory, systems theory, group conflict theory, and cultural revival and social movement theory), and delineates the identification and interpretation of variables relevant to an understanding of bilingual education within the framework of each particular theory. The basic premise of the paper is that each theory will identify differently the key variables and their relationships, and consequently the answers they seek will differ.

**45. Poldauf, Ivan. Building up a Structured Complex of Aims. Lecture given before the Séminaire International sur la Différenciation Structurale entre les buts de l'enseignement des Langues sur les Divers Plans du Système Scolaire, Prague, November 1967. 38 p. Available ERIC. ED 031 105.

Brief remarks about the nature of language study introduce this compendium of aims for different students and levels of instruction. The account considers language form, type, style, and use in the student's society, (2) educational requirements, (3) the student in specialized or general education, and (4) the instructional planner's effect on the

student and his motivation. The formulation of realistic aims through the (1) understanding and improvement of various restrictions, (2) use of partial aims, (3) cooperation with other subject fields, (4) program articulation, and (5) understanding of multiple values is also discussed.

**46. Popham, W. James. Behavioural Objectives and Teaching Skills. Abridgement of an address given at the Conference of the Modern and Classical Language Association of Southern California and the Foreign Language Council of San Diego, San Diego, 1969. 4 p. Available ERIC. ED 036 228.

In this abridged talk concerning the preparation of behavioural objectives for foreign language learning, the author expounds on procedures considered necessary for curriculum development. The four-step model includes: (1) specification of objectives, (2) pre-assessment of previously acquired skills or knowledge, (3) determination of instructional sequence, and (4) student evaluation. Attainment of instructional objectives as the goal in the teaching and learning relationship is stressed in the article.

*47. Rebuffo, Jacques. Le dilemme du professeur de langue: théorie ou pratique? Essai d'un bilan. Canadian Modern Language Review 34, no.1:5-14 Oct'77. EJ 170 047.

Un exposé de la crise reliée à la méthodologie de l'enseignement de langues étrangères et une brève appréciation des méthodes employées à présent. Le rôle essentiel que joue l'enseignant dans le choix d'une variété de méthodes propres à répondre aux besoins des élèves et l'importance des langues étrangères dans l'éducation font l'objet d'étude.

48. Reyes, Vinicio H. Self-concept in the bicultural child. Journal of the National Association for Bilingual Education 1, no.2:57-59 Dec'76. EJ 160 848.

The prime concern of the bicultural-bilingual program is relevant curriculum with equal stress placed on developing self-concept and imparting knowledge. Fundamental in the development of the curriculum is the need to provide learning tasks at which students can experience success in learning. Success nourishes self-concept.

49. Rezansoff, Jacqueline M. Specific Performance Objectives for Division One and Two French. M. Ed. Thesis, Saskatchewan University, 1976. n.p.

Performance objectives for authorized French course in Saskatchewan.

*50. Richards, Gerald R. Conceptual framework for teaching the cultural component of second language. Canadian Journal of Education 1, no.3:19-34 '76.

In the second language classroom situation, cultural content is that knowledge of the native speaker's way of life that determines the appropriateness of his use of language. A student needs to have this information to effectively communicate with native speakers of the second language. Suggestions for including cultural content in second language instruction are given.

51. Rideout, E. Brock. Policy Changes of the Ten Canadian Provinces Between 1967 and 1976 with Respect to Second-Language Learning and Minority Language Education as Expressed in Acts, Regulations, Directives, Memoranda, and Policy Statements of Provincial Departments and Ministries of Education. Toronto: Ontario Institute for Studies in Education, 1977. 140 p.

*52. Rudnycky J.B. Second language pattern in Canada; the B & B and non-B & B approach to an important issue. Canadian Modern Language Review 27, no.2:17-21 Jan'71. EJ 038 186.

53. Savignon, Sandra J. Communicative Competence: Theory and Classroom Practice. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Detroit, April 1976. 23 p. Available ERIC. ED 135 245.

Communicative competence is defined as what native speakers know which enables them to interact effectively with each other. Implications for the language teacher include: (1) the need for tests which measure the ability to use language; (2) the irrelevancy of sequencing surface features; (3) the need for emphasis on non-linguistic aspects of communication; and (4) the need to re-examine attitudes toward students and language teaching.

**54. Shuy, Roger W. Capitalizing on Language Diversity for Children's Learning. 1976. 20 p. Available ERIC. ED 121 063.

Language diversity should be viewed as an asset to schools rather than a liability. Educators should capitalize on the situation and adapt early by developing a bilingual education program. Three levels of decision-making are discussed, program decision-making, curriculum decision-making and instructional decision-making.

55. Spolsky, Bernard, and Robert Cooper. (eds) Frontiers of Bilingual Education. Rowley, Mass: Newbury House Publ., 1977. 326. p. ED 145 731. Not available ERIC.

This volume on bilingual education contains the following ten articles: "The Establishment of Language Education Policy in Multilingual Societies," by Bernard Spolsky, "Bilingualism and Bilingual Education -- The Ancient World to the Renaissance," by E. Glyn Lewis, "The Sociology of Bilingual Education," by Joshua A. Fishman, "Linguistic Per-

spectives on Bilingual Education," by J. Donald Bowen, "Psychological Perspectives on Bilingual Education," by Norman Segalowitz, "Bilingual Education: An International Perspective," by Charles A. Ferguson and others, "Educational Perspectives on Bilingual Education," by Vera P. John and Ellen Souberman, "Philosophical Perspectives on Bilingual Education," by Theodore Andersson, "The Evaluation of Bilingual Education," by William Francis MacKey, and "Bilingual Education and Language Planning," by Joan Rubin.

56. Steiner, Florence. Performing with Objectives. Rowley, Mass.: Newbury House Publ., 1975. 140 p. ED 107 140. Not available ERIC.

This book, written by and for a foreign language teacher, is intended as an informative and practical guide to the use of performance objectives in the foreign language classroom. A rationale for performance objectives is presented, followed by a discussion of purposes, resources, and activities involved. Attention is given to the selection of objectives in curriculum planning. The teaching of various language and cultural skills is also discussed with reference to performance objectives.

*57. Stern, H. Report on Bilingual Education. Study prepared for the Commission of Inquiry on the Position of the French language and on Language Rights in Quebec. Quebec: Quebec Official Publisher, 1973. 160 p.

The author assesses numerous activities and arrives at the conclusion that bilingual education is to be recommended in Quebec not only for English-speaking but also for French-speaking people. He suggests it has been conclusively proved that it is mainly factors other than bilingual education which endanger French in Quebec.

58. Stevens, Peter. A Theoretical Model of the Language Learning/Teaching Process. Working Papers on Bilingualism, No.11. Toronto: Ontario Institute for Studies in Education, 1976. 25 p. Available ERIC. ED 129 079.

The twelve essential elements of the LL/LT process which are discussed are: policy and aims; administration and organization; relevant professional disciplines; choice of LL/LT types; teacher training; approach; pedagogy, methodology, instruction, and teaching; syllabus design; materials construction; constraints on LL/LT achievement; the learner; and evaluation.

*59. Sutman, Francis X. Educating Personnel for Bilingual Settings: Present and Future. Washington: American Association of Colleges for Teacher Education, 1979. 92 p.

This book discusses the issues involved in training personnel to conduct effective bilingual-bicultural education programs. Curriculum design, content and appropriate methodology are discussed. Strategy

for establishing bilingual teacher education programs is set out. Evaluation procedures are provided.

60. Troike, Rudolph C. The contribution of linguistics to bilingual-bicultural education. NABE: The Journal of the National Association for Bilingual Education 1, no.3:59-63 My'77. EJ 174 156.

The potential contribution of linguistics to the cause of bilingual-bicultural education is of profound importance, and the utilization of linguistic knowledge and research is critical if bilingual programs are to achieve their goals.

61. Unesco. Anthropology and Language Science in Educational Development. Paris: 1973. 58 p. (Educational studies and documents, no.11.) [Also published in French and Spanish]

Succinct but substantial work comprising the papers presented at the meetings of two advisory groups held in Paris in 1971. Topics discussed are (1) the contribution of educational anthropology and sociolinguistics to the development of education; and (2) the role of linguistics and sociolinguistics in language-related teaching and the framing of a language policy. Bilingual educational programs are dealt with by first-rate experts whose statements contain copious bibliographical notes.

*62. Valdes, Mario E. Toward a new relevance in language teaching. Canadian Modern Language Review 31, no.1:50-54 Oct'74. EJ 106 107.

The author offers his observations on how the language learner achieves a full command of a second language in its sociocultural context.

*63. Valdman, Albert. Communicative competence and syllabus design. Alberta Modern Language Journal 16, no.2:16-30 Winter'77-78.

The level and type of communicative competence appropriate for the beginning and intermediate foreign language classroom will be reached only by major changes in the design of the syllabi and teaching materials and the adoption of teaching procedures consonant with that objective.

64. Van Ek, J.A. Significance of the Threshold-Level in the Early Teaching of Modern Languages. Strasbourg: Council of Europe, Committee for General and Technical Education, 1976. 13 p. Available ERIC. ED 131 700.

It is maintained that if foreign language learning is included at the elementary school level, elementary schools must reach one common objective which is closely related to the minimum objective of secondary education. It follows that secondary schools should fully accept and recognize what has been achieved in the primary schools and start teaching at the point where the elementary schools stopped. It is reported that a minimum objective for secondary education has been developed and approved in a meeting of delegates from a dozen European countries. This objective, the "threshold level," is a systematic

description of what is involved in using a language for general communication purposes. It is proposed that the threshold level could form the basis for the definition of an objective for the early teaching of modern languages.

65. Van Passel, F.J.A. Defense of foreign language teaching in secondary schools. ITL Review of Applied Linguistics no.25-26:51-61 '74. EJ 124 296.

Shows the necessity of foreign language education for cognitive and attitudinal purposes as well as for utilitarian reasons. Foreign language learning/teaching can be of great educational value when it follows the thread of the logical and psychological steps in the creative/discovery procedure.

66. Vann, Roberta. Bilingual education today: the unresolved issues. Language Arts 55, no.2:150-53 Feb'78. EJ 179 137.

Discusses controversies regarding the practice of bilingual education and its basic rationale.

67. Viera, Silvia. Needed Research in the Fields of Psycho- and Socio-Linguistics as They Relate to the Instruction of Minority Children in the Bilingual Education Programs of North American Schools. 1976. 12 p. Available ERIC. ED 134 036.

It is felt that the current definition of bilingual education does not consider how children learn and what language they think in. A better definition of bilingual education would stress languages as tools for thinking, learning and achieving rather than as mere means of instruction. It is suggested that degrees of bilingualism could be defined, and that bilingual education programs could be established in terms of levels of attainment of the individual learner. Research could determine which skills are best taught through language instruction and which through other subjects, which skills require language mastery, and what the basis of a curriculum and the criteria of achievement should be.

68. Vogel, Klaus. Communicative competence as a performance objective and its realization in foreign language teaching. System 5, no.1:46-57 Jan'77. EJ 153 756.

This paper contends that communicative competence should be the organizational principle in foreign language teaching and outlines a proposed communication-oriented language teaching unit. Its advantages in both teaching and learning are discussed.

*69. Walker, David M. Readings in Quebec culture: a language and concept approach. Canadian Modern Language Review 33, no.4:535-540 Mar'77. EJ 162 512.

The study of French Canadian culture should occupy a central position in the learning of French. An integrated approach would involve the

following elements: (1) short, intensive readings which treat important aspects of French-Canadian culture; (2) dialogues derived from the readings; and (3) exercises which accompany both the dialogue and the readings.

*70. Whitworth, Fred E. Second language and our schools. Alberta School Trustee 48, no.4:21-26 Dec'77.

This article reprints sections from a longer study entitled School Boards and Second Language Instruction. The particular issues dealt with here are the history of cultural differences in Canada, guidelines for school boards in developing policies on bilingual education and a discussion of some of the positive and negative reactions to bilingual policies.

2. Bibliographies

71. Afendras, E., and A. Pianarosa. Bibliographie analytique du bilinguisme chez l'enfant et de son apprentissage d'une langue seconde/Child bilingualism and second language learning: a descriptive bibliography. Québec: Presses de l'Université Laval, 1975. 400 p.

    Designed as a follow-up to the International Bibliography of Bilingualism (editor, W. Mackey), this volume comprises 1,661 titles covering a more limited subject-area. Most of the works listed can be found at Laval University (Quebec). Those which can be found in Quebec (province) are marked with an asterisk.

**72. Bilingualism and Multiculturalism, With a Section on Bilingual Education. Specialized Bibliography A2. London: British Council, English Teaching Information Centre, 1973. 6 p. Available ERIC. ED 112 694.

    This bibliography is divided into three main sections. The first section lists bibliographies relevant to bilingualism and multilingualism. The second section cites books and anthologies dealing with bilingualism and multilingualism, while the third section gives references for books dealing with bilingual education. Entries include both American and European publications, and most have been published since 1970.

73. Desrochers, Alain M., and others. Social Psychology of Second Language Acquisition and Bilinguality: An Annotated Bibliography. London: University of Western Ontario, Department of Psychology, 1975. 149 p. Available ERIC. ED 155 933.

    This bibliography includes 333 annotated references and 178 references without annotations. The articles represent a wide variety of work, including theoretical papers, statements of opinions and policy (both political and pedagogical), and empirical studies. The central theme was organized into six topics, which were then used as major categories in the classification scheme. The six topics are: (1) factors affecting attitudes and motivation; (2) social factors which influence second language acquisition; (3) costs and benefits of second language acquisition; (4) immersion programs and bilingual schools; (5) general reviews; and (6) individual differences in second language acquisition and perservance in the programs.

74. Mackey, W., ed. International Bibliography on Bilingualism/Bibliographie internationale sur le bilinguisme. Québec: Presses de l'Université Laval, 1972. 737 p.

    Contains 11,000 titles classified in alphabetical order of authors, as well as an analytical index in both English and French.

75. Nostrend, Howard Lee and others. Research on Language Teaching: An Annotated International Bibliography, 1945-1964. Second Edition, Revised. Washington, Seattle: Washington Univ., 1965. 373 p. ED 033 621. Not available ERIC.

Research reports, including some foreign ones, completed since 1945 or in progress in 1964 are included. A great deal of attention is given to methods, materials, and equipment, covering the teaching of specific languages, auditory and visual aids, language achievement evaluation, and equipment specifications. Other sections cover methodology of research, psychology of language and language learning, linguistics, teaching cultural and intercultural context, languages in the curriculum, and teacher qualifications and training.

**76. Psychology of Foreign Language Learning, Including Motivation. Specialized Bibliography B29. London: British Council, English-Teaching Information Centre, 1975. 7 p. Available ERIC. ED 115 100.

This bibliography is divided into two main sections. The first section cites general studies having to do with the psychology of foreign language learning. The second section cites books, sections of books, and articles dealing specifically with motivation in language learning. Entries include European and American publications, and most have been published since 1965.

*77. Swain, Merrill. Bibliography: Research on immersion education for the majority child. Canadian Modern Language Review 32, no.5:592-596 My'76. EJ 143 035.

This bibliography lists articles on bilingual education and elementary level French immersion programs for English-speaking children.

**78. Thogmartin, Clyde. A Bibliography of Empirical Investigations of Certain Aspects of Foreign Language Teaching and Learning, 1925-1975. 1975. 67 p. Available ERIC. ED 115 128.

This 647-item bibliography is limited to reports on empirical research and discussions of research reports on various aspects of foreign language learning. Principal topics include content of teaching materials, cognitive effects of bilingualism, measurement of bilingual proficiency, psychological studies of bilinguals, relationships between various language skills, the psycholinguistics of second language learning, transfer and interference, error analysis, vocabulary learning, bilingual education, foreign languages in the elementary schools, individual differences in language learning success, prognosis, teaching methods, equipment, media, testing language difficulty, and effects of language learning on attitudes, cognition and grades in other courses.

79. United States. National Institute of Education. Language Maintenance Washington, D.C.: National Institute of Education, 1977. 21 p. Available ERIC. ED 138 115.

This annotated bibliography which includes all entries into the ERIC system dealing with language maintenance was compiled to show the type of information available to users of the system. The citations deal principally with bilingualism and bilingual education in the United States, Canada, Israel, Ireland, the Pacific islands and Southeast Asia.

3. Bilingualism and Its Effects

80. Balkan, L. Les effets du bilinguisme français-anglais sur les aptitudes intellectuelles. Bruxelles: Association internationale pour la recherche et la diffusion des méthodes audio-visuelles et structuro-globales (AIMAV), 1970. 140 p.

Une étude ayant pour but d'établir que le bilinguisme stimule les aptitudes intellectuelles.

81. Bruck, Margaret and others. Cognitive consequences of bilingual schooling: the St. Lambert Project through grade 6. Linguistics no.187:13-33 Mar 3'77. EJ 164 445.

The cognitive, linguistic, and academic skills of two groups of children were examined following an innovative bilingual education program. Results indicate that the Experimental children are similar to their English-speaking controls in terms of academic, linguistic and cognitive skills. They function well in French, although without native proficiency.

82. Cook, Robert Francis. Foreign language study and intellectual power. Bulletin of the Association of Departments of Foreign Languages 8, no.4:6-9 My'77. EJ 160 566.

Foreign language study is important not only as a tool or a requisite for a job, but as mental discipline, to shape minds and exercise the intellect for all types of academic and career endeavors.

**83. Cummins, James. Bilingual Cognition: A Reply to Neufeld. Working Papers on Bilingualism No.4. Toronto: Ontario Institute for Studies in Education, 1974. 9 p. Available ERIC. ED 123 878.

This paper attempts to clarify some of the issues raised in the author's earlier paper, "A Theoretical Perspective on the Relationship between Bilingualism and Thought". Also included is a table containing a summary of the observed effects of bilingualism on cognition and the suggested explanations of these effects.

*84. Cummins, James. Bilingualism and the development of metalinguistic awareness. Journal of Cross-Cultural Psychology 9, no.2:131-49 Je'78. EJ 184 314.

This paper suggests that bilingualism can increase the child's metalinguistic awareness and promote an analytic orientation to linguistic input.

85. Cummins, James. The Cognitive Development of Bilingual Children: A Review of Recent Research. 1977. 56 p. Available ERIC ED 145 727.

The competence that a bilingual gains in his two languages may act as an intervening variable in mediating the effects of his bilingual learning experiences on cognitive growth, i.e., there may be threshold

levels of linguistic competence which bilingual children must attain in order both to avoid cognitive deficits and to allow the potentially beneficial aspects of becoming bilingual to influence cognitive growth.

*86. Cummins, James. The cognitive development of children in immersion programs. Canadian Modern Language Review 34, no.5:855-83 May'78. EJ 184 985.

A discussion of the effect of an immersion program on the majority language child. Research is reviewed on the "threshold hypothesis" and "the developmental interdependence hypothesis." Recent studies of the cognitive and academic effects of bilingualism are critically examined in the light of these hypotheses. A bibliography is attached.

87. Cummins, James. Cognitive factors associated with the attainment of intermediate levels of bilingual skills. Modern Language Journal 61, no.1-2:3-12 Jan-Feb'77. EJ 153 774.

Studies of bilingual children have debated the effect of bilingualism on cognitive development. This study examines the relationship between cognitive processes and balanced bilingual skills. It finds there may be a threshold level of bilingual competence to be attained before bilingualism can positively influence cognitive functioning.

*88. Cummins, James. Educational implications of mother tongue maintenance in minority language groups. Canadian Modern Language Review 34, no.3:395-416 Feb'78. EJ 183 530.

A study based on two hypotheses: (1) The cognitive and academic effects of bilingualism are mediated by the levels of competence attained in the first and second languages, and (2) the development of skills in a second language is a function of skills already developed in the first language.

**89. Cummins, James. The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses. Working Papers on Bilingualism, No.9. Toronto: Ontario Institute for Studies in Education. 44 p. Available ERIC. ED 125 311.

An attempt is made in the present paper to resolve inconsistencies between the results of recent studies which have reported that bilingualism is associated with positive cognitive consequences and earlier studies which suggested that bilingualism might adversely affect cognitive and scholastic progress. The author hypothesizes that there may be a threshold level of linguistic competence which a bilingual child must attain both in order to avoid cognitive deficits and allow the potentially beneficial aspects of becoming bilingual to influence his cognitive functioning.

**90. Cummins, James. A Theoretical Perspective on the Relationship between Bilingualism and Thought. Working Papers on Bilingualism, No.1. Toronto: Ontario Institute for Studies in Education, 1973. 10 p. Available ERIC. ED 122 584.

This paper attempts to specify the ways in which bilingualism might affect cognitive functioning. Two general ways, the "linguistic" and the "non-linguistic", are distinguished. Linguistic explanations explain the effects of bilingualism on cognition as a direct result of the fact that the bilingual has access to two verbal codes. Non-linguistic explanations account for these effects by reference to factors which are extrinsic to, or by-products of, the fact that the bilingual has access to two verbal codes.

*91. Cummins, James, and M. Gulutsan. Bilingual education and cognition. Alberta Journal of Educational Research 20, no.3:259-69 Sept'74. EJ 105 181.

Article reexamined, in the Edmonton Public School System, Peal and Lambert's (1962) findings that balanced bilinguals performed at a higher level than unilinguals both on verbal and non-verbal measures of intelligence. As well, the effect of bilingualism on divergent thinking was examined.

92. Cziko, Gary A., and others. Graduates of Early Immersion: Retrospective Views of Grade 11 Students and Their Parents. 1978. 116 p. Available ERIC. ED 153 462.

This report discusses the views of students, now in the eleventh grade, who participated in the original pilot class of the St. Lambert early immersion program in Montreal. They were asked to look back on their schooling and to appraise its effects on their lives. Their parents were asked to do the same. Results show clear appreciation for the early immersion experience both in students and parents. Students in early immersion express a feeling of well-being and satisfaction with their proficiency in French, which is much more advanced than that reached by the English comparison students. Immersion students also show a more positive attitude towards French-speaking Canadians, express more desire to stay in Quebec and to become fully bilingual.

93. Doyle, Anna Beth, and others. Some Issues in the Assessment of Linguistic Consequences of Early Bilingualism. Working Papers on Bilingualism, no.14. Toronto: Ontario Institute for Studies in Eduction, 1977. 11 p. Available ERIC. ED 146 778.

This paper discusses some linguistic correlates of early bilingualism which have implications for first cognitions about language. The paper also touches on the question of what linguistic environments are optimal for the very young child to acquire two languages fluently. The results suggest that bilingual preschoolers are not delayed in age of first words, may lag slightly in the acquisition of lexical items, but may be superior in ideational fluency. There is no evidence that the

bilingual child's languages must be separated by speaker or location for optimum vocabulary growth.

94. Ervin, S., and C. Osgood. Second language learning and bilingualism in Osgood, C., and T. Sebeok, eds. Psycholinguistics. Supplement to International Journal of American Linguistics 20, no.4:139-46 1954.

The authors distinguish between co-ordinated bilingualism (in which a person keeps his two languages functionally separate) and composite bilingualism (in which a person treats one or even both of his languages as a code to be understood in terms of the other). They are of the opinion that composite bilingualism most frequently occurs when a second language is learned at school, whereas co-ordinated bilingualism is the result of a more natural learning process.

*95. Fisher, Richard I. A study of non-intellectual attributes of children in first grade bilingual-bicultural program. Journal of Educational Research 57 no.7:323-8 Mar'74. EJ 095 519.

A study of a first-grade, bilingual-bicultural program was made to determine the effect of the program on three nonintellectual attributes of children: self-concept, self-descriptions, and stimulus-seeking activity.

96. Fishman, Joshua A. Bilingual Education: An International Sociological Prospective. Rowley, MA: Newbury House, 1976., 208 p. ED 144 354. Not available ERIC.

The author feels that education in two languages should be made accessible to everyone, because of the countless advantages it offers. Also contains an extensive bibliography of recent date.

97. Fishman, Joshua A. Bilingualism, intelligence, and language learning. Modern Language Journal 49:227-37 1965.

The author shows that there is sometimes a positive and sometimes a negative relationship or no relationship at all between bilingualism and intelligence, for there are numerous kinds of bilingualism. He also discusses the difference between co-ordinated and composite bilingualism.

98. Fishman, Joshua A. Sociolinguistic perspective on the study of bilingualism. Linguistics (The Hague), no.39:21-49 My'68.

An important contribution to the understanding of bilingualism, this article summarizes the endeavours of psychologists, linguists and sociologists to define, each in their own way, the phenomenon of bilingualism.

*99. French, Patrice. Cognitive Storage of Word Meaning in Bilingualism. Paper presented at the International Congress of Applied Linguistics, Stuttgart, 1975. 9 p. Available ERIC. ED 132 825.

Research in bilingualism has shown that the balance between a bilingual's two languages is rarely even and that there is something special about the mother tongue. Theories concerning separate storage of the two languages and first language primacy predict that: (1) the meanings of translation-equivalent words are not identical, and (2) the meanings in the first language are more saturated with meaning than their counterparts in the second language. This paper reports on a study designed to measure the affective meaning of translation-equivalent words both verbally and non-verbally. The study provided evidence for greater emotional meaning in the subjects of words in their mother tongue, and for a separation in cognitive storage for translation-equivalent words in the bilinguals of the study.

*100. Gallop, R., and D.F. Kirkman. An investigation into relative performances on a bilingual test paper in mechanical mathematics. Educational Research 15, no.1:63-71 Nov'72. EJ 072 342.

Bilingualism and academic achievement in mechanical mathematics is examined.

*101. Genesee, F., and M.H. Stanley. Development of English writing skills in French immersion programs. Canadian Journal of Education 1, no.3:1-17 '76.

Tests showed that no harmful effects resulted to the English writing skills of students participating in either early French immersion programs or French immersion programs at the secondary school level.

102. Genesee, F., and others. Communication skills of bilingual children. Child Development 46, no.4:1010-1014 Dec'75. EJ 133 134.

This study investigated whether learning a second language (French) affected the social skills and verbal communication abilities of English-speaking kindergarten, first grade and second grade children.

*103. Genesee, F., and others. Communicational effectiveness of English children in French schools. Canadian Journal of Education 2, no.3:15-24 '77.

This study was carried out (1) to assess the effectiveness of primary school children from first versus second-language schools in oral communications; and (2) to investigate the relationship between role-taking skills and communicational effectiveness. The study showed that children educated in a second language had developed better role-taking skills than children educated in their first language because the former group had experienced communication difficulties themselves.

104. Green, Madeleine F. Regression in adult learning of a second language. Foreign Language Annals 10, no.2:173-183 Apr'77. EJ 157 129.

Proposes that psychological and linguistic regression are integral to the process of learning a second language. In similar essays in French and English, students appeared passive, needy and narcissistic in

French, but more intellectual, rational and humorous in English. Theoretical explanations and their implications are suggested.

105. Grève, M. de and F. Van Passel. Quelques considérations sur le bilinguisme précoce. Revue de l'Institut de sociologie (Bruxelles) 10,no1:125-36, 1970.

Une appréciation équilibrée des désavantages et, en particulier, des avantages du "bilinguisme précoce".

106. Guiora, Alexander Z., and others. Language and person studies in language behavior. Language Learning 25, no.1:43-61 Je'75. EJ 131 046.

A link between the acquisition of native-like second language pronunciation ability and certain personality constructs, such as empathy, is asserted. The influence of language on person and person on language is investigated.

107. Halamandaris, P.G. Bilingualism and its Effects on Reading Achievement in the Elementary Schools of Manitoba (paper to CAPE-CCRE-CERA joint conference, St. John's, Newfoundland, 1971). Brandon: Brandon University Faculty of Education, 1971. 24 p.

*108. Halpern, G., and others. Attrition rates in alternative primary school programs. Canadian Modern Language Review 32, no.5:516-520 My'76. EJ 143 032.

A study is made of students at 17 schools which in September 1971 offered a primary immersion program in French as well as the standard English language classroom. The progress of the students was examined in terms of their grade level placement over time in terms of attrition rates.

**109. Hamayan, Else and others. Differences in Performance in Elicited Imitation between French Monolingual and English-Speaking Bilingual Children. Working Papers on Bilingualism, No.8. Toronto: Ontario Institute for Studies in Education, 1976. 30 p. Available ERIC. ED 125 249.

The performance of fourth- and sixth-grade children taking part in a French immersion program was compared to that of French-speaking children of the same age using an elicited imitation task. The subjects' performance on eight syntactic features was measured. French-speaking children, in general, performed better than the English children. A consistent pattern of errors by the English children indicated that they possessed a rule system for several of the features which was different from that of the child native speakers span task in both languages.

*110. Hornby, Peter A. Bilingualism: Psychological, Social and Educational Implications. New York: Academic Press, Inc. 1977. 167 p.

This collection of papers brings together historical developments, theoretical controversies and major research findings, as well as

applications from the disciplines of psychology, sociology, linguistics, and education as they relate to the diverse problems and benefits of bilingualism. The goal of this volume is to determine the characteristics of a bilingual setting which lead to its being viewed as a source of enrichment and diversity rather than as a source of confusion, conflict and frustration. Some of the contributors are W.E. Lambert, Joshua Fishman, G. Richard Tucker and Fred Genesee.

111. Hughes, E. The linguistic division of labor in industrial and urban societies. in Fishman, J.A., ed. Advances in the Sociology of Language. The Hague: Mouton, 1972, vol.2, p. 296-309.

The author, who has made extensive studies in Canada, shows that bilingualism can reach a certain level in separate cultural organizations for each language group, but that English unilingualism frequently subsists in occupational and employers' organizations.

112. Ianco-Worrall, Anita D. Bilingualism and cognitive development. Child Development 43, no.4:1390-400 Dec'72. EJ 066 908.

Conclusion drawn is that bilinguals, brought up in a one-person, one-language home environment, reach a stage in semantic development some 2-3 years earlier than their unilingual peers.

**113. Jonas, Sister Ruth Adelaide. A Matched Classroom Approach to the Teaching of French in the Elementary Grades. Final Report. Ohio: College of Mount St. Joseph-On-The-Ohio, 1969. 84 p. Available ERIC. ED 041 528.

The main purpose of this experiment was to ascertain whether or not the attitudes, motives, and language proficiency of children engaged in a long sequence (5-10 years) of foreign language study vary significantly as a function of interpersonal contacts, through the exchange of illustrated cultural dialogues, with peer groups who speak the target language and are bearers of its culture.

*114. Lambert, Wallace E. Cognitive and socio-cultural consequences of bilingualism. Canadian Modern Language Review 34, no.3:537-47 Feb'78. EJ 183 537.

A review of the research indicating that bilingual children enjoy a definite advantage in the domain of cognitive flexibility. Further, there is no basis for the belief that becoming bilingual or bicultural necessarily means a loss of identity. Application of the studies to ethnolinguistic minority groups is discussed.

115. Lambert, Wallace, and E. Anisfeld. A note on the relationship of bilingualism and intelligence. Canadian Journal of Behavioural Science 1:123-8 Apr'69.

116. Lambert, Wallace, and G. Richard Tucker. The benefits of bilingualism. Psychology Today 7, no.4:89-91,94 Sept'73. EJ 082 946.

117. Landry, Richard G. Research report; some research conclusions regarding the learning of a second language and creativity. Behavioural Science 17, no.3:309 My'72. EJ 058 186.

Hypothesis investigated was whether or not a child who learned a second language at the elementary school level increased in fluency and flexibility in divergent thinking tasks.

118. Landry, Richard G. A comparison of second language learners and monolinguals on divergent thinking tasks at the elementary school level. Modern Language Journal 58, no.1-2:10-15 Jan-Feb'74. EJ 093 088.

119. Landry, Richard G. The enhancement of figural creativity through second language learning at the elementary school level. Foreign Language Annals 7, no.1:111-15 Oct'73. EJ 084 687.

Examines the hypothesis that second language learning at the elementary school level results in an increased development of the potential creativity of children.

120. Landry, Richard G. The relationship of second language learning and verbal creativity. Modern Language Journal 57, no.3:101-113, Mar'73. EJ 073 494.

Hypothesizes that second language learning at the elementary level results in an increased development of potential creativity in children.

*121. Landry, Rodrique J. Le bilingualisme: Le facteur répétition. Canadian Modern Language Review 34, no.3:548-76 Feb'78. EJ 183 540.

Examen des recherches récentes démontrant les effets positifs du bilinguisme sur le développement cognitif. Quelques explications des recherches sont fournies par rapport à la variabilité des codes de mémoire chez les bilingues. Les résultats d'une étude portant sur les codes de mémoire sont présentés et discutés.

122. Lebrun, Y., and J. Hasquin. Bilinguisme précoce et troubles du langage. in De Coster, S., et al. Aspects sociologiques du plurilinguisme. Bruxelles: Association internationale pour la recherche et la diffusion des méthodes audio-visuelles et structuro-globales (AIMAV), 1971 p. 60-75.

Une étude clinique servant à démontrer qu'on ne peut imputer des problèmes linguistiques à l'acquisition du bilinguisme en bas âge.

123. Levine, Harry J. Bilingualism; its effect on emotional and social development. Secondary Education 44, no.2:69-73 Feb'69. EJ 001 113.

**124. Liedtke, W.W. and L.D. Nelson. Bilingualism and Conservation. 1968. 8 p. Available ERIC. ED 030 110.

In a study conducted at the University of Alberta, an attempt was made to use Piagetian-type observations as an assessment of intellectual

capacities and to determine whether learning a second language at an early age has a beneficial or detrimental effect on cognitive functioning. Fifty monolingual and fifty bilingual first graders were individually tested on the following concepts: restructuring relations of distance, conservation of length, conservation of length with change and position, conservation of length with distortion of shape, measurement of length and subdividing a straight line. The mean for the bilingual sample on this test was significantly higher than the mean for the monolingual sample.

*125. Liedtke, W.W., and L.D. Nelson. Concept formation and bilingualism. Alberta Journal of Educational Research 14: 225-32 Dec'68.

Two samples of grade 1 pupils, one monolingual and the other bilingual, were tested on a specially constructed Concepts of Linear Measurement Test based on Piaget's test items. The bilingual sample proved to be significantly superior to the monolingual sample on the concept formation test.

126. MacKey, Barbara. An Investigation Into the Effect of a French Immersion Program on the Acquisition of English Language Arts. M.A. thesis, McGill University, 1974.

A comparative study of the effects of a part-time and full-time French immersion program on the academic achievement of 7th and 8th grade students.

127. Mackey, William F. Bilinguisme et contacts des langues. Paris: Klincksieck, 1977. 540 p.

Outre de traiter des problèmes linguistiques et psychologiques qu'engendre le contact des langues, le livre présente diverses solutions inspirées de la longue expérience de l'éducation que possède l'auteur, surtout par rapport aux écoles bilingues. Il renferme aussi une bibliographie considérable.

128. Mackey, William F. Le bilinguisme: phénomène mondial/Bilingualism as a World Problem. Montreal: Harvest House, 1967. 119 p.

129. Mackey, William F., and Theodore Andersson (eds.). Bilingualism in Early Childhood. Rowley: Newbury House, 1977. 443 p. ED 145 685. Not available ERIC.

Compilation of papers presented at the Conference on Child Language, Chicago, 1971. This volume is divided into the following eight sections: (1) Theory and Method; (2) Early Language Learning; (3) Family Bilingualism; (4) Bilingualism; (5) Planning Preschool and Society Language Learning; (6) Planning the Primary Curriculum; (7) Case Studies of School Bilingualism; and (8) Policy and Research.

**130. MacNamara, John. Comparative Studies of Reading and Problem Solving in Two Languages. Paper presented at the 4th Annual TESOL Convention, San Francisco, 1970. 16 p. Available ERIC. ED 038 635.

Previous studies have been shown that where bilinguals have a poorer grasp of some language than monolingual speakers of that language, the deficit has almost invariably revealed itself in reading skill. Also, the deficit in language is usually associated with a relatively lower mean IQ for bilinguals when tested orally. Bilinguals have also been found weaker than monolinguals in problem arithmetic, but not in mechanical arithmetic. The author does not imply that bilingualism is necessarily connected with a language or intellectual deficit; he attempts, rather, to explain such deficits when they occur.

131. MacNamara, John. The effects of instruction in a weaker language. Journal of Social Issues 23, no.2:120-34, Apr'67.

With the help of tests, the author examines the advantages and disadvantages resulting from teaching mathematics, history and geography in a foreign or second language.

*132. McNamara, John, and others. The "balance effect". Canadian Modern Language Review 34, no.5:890-4 May'78. EJ 184 988.

A panel discussion of the effect of immersion programs on first and second language learning. Questions are raised regarding the effectiveness of the regular curriculum, results of immersion for majority language and minority or immigrant children, the meaning of linguistic competence and underlying cognitive and intellectual processes.

**133. Neufeld, Gerald G. A Theoretical Perspective on the Relationship of Bilingualism and Thought: Revisited. Working Papers on Bilingualism, No.2. Toronto: Ontario Institute for Studies in Education, 1974 6 p. Available ERIC. ED 122 592.

This paper consists of a critique of a paper by James Cummins entitled "A Theoretical Perspective on the Relationship between Bilingualism and Thought." Cummins' paper gives the impression that nearly all of the recent studies exploring the effects of bilingualism upon cognitive development and intellectual growth in children strongly support the view that bilinguals excel in problem solving, concept learning, abstract reasoning and general academic achievement. The present paper criticizes this impression, and by reviewing some of the relevant literature, demonstrates that one cannot necessarily conclude that bilingual children are superior. The goal of the studies in bilingualism is not to prove that bilingual education augments cognitive flexibility but rather to show that a second language can be acquired in primary school without detrimental effects.

**134. Olles, W.H. Cultural Contrasts in English-French Bilingual Instruction in the Early Grades. Quebec: Laval University, International Center on Bilingualism, 1971. 29 p. Available ERIC. ED 061 810.

This paper discusses the relationship between language development and cognitive development in children within the framework of a French-English bilingual school situation. Initially the document covers the language development of the infant learning English; the author then describes specific problems of educating the English-speaking child with French as the principal means of instruction. Tables illustrate the results of tests administered to children in a French-English curriculum, pointing out areas of confusion.

135. Pelletier, Gérard. Le caractère biculturel et bilingue du Canada. French Review 43, no.2:259-64 Dec'69. EJ 012 422.

*136. Penkala, John. Bilingual consciousness. Alberta Modern Language Journal 15, no.1:42-52 Fall'76.

Any one language is restricted to its own cultural, physical and emotional experiences. For people to maximize their internal potential, they must expose themselves to another kind of symbol system.

137. Perron, L. Enfants bilingues. Education et société 4: 14 mar'73.

138. Reed, Martin, and Harry Wainman. Language competence in mathematics. International Journal of Mathematical Education in Science and Technology 9, no.1:31-33 Feb'78. EJ 180 116.

The relationship between performance in mathematics and the understanding of mathematical text is examined in the case of students who have to learn the discipline in a language which is not their mother tongue. No correlation between performance and text understanding was found.

139. Saint-Jacques, B. Maintien du français et problèmes de motivation dans les minorités francophones du Canada in Runte, H., and A. Valdman. Identité culturelle et francophonie dans les Amériques. Bloomington, In: Indiana University Press, 1976. p. 29-34.

L'auteur estime que l'étude du français, peu importe l'usage ultérieur qui en est fait, peut développer l'esprit d'un élève et élargir sa conception d'une manière qu'aucune autre discipline ne peut normalement faire et qu'il en va de même pour ce qui est de l'étude d'autres langues secondes.

*140. Samuels, Marilyn, and others. Communicational efficiency of children schooled in a foreign language. Journal of Educational Psychology 60, no.5:389-393 Oct'69. EJ 011 074.

**141. Sandstrom, Eleanor L. The Contributions of Foreign Language Learning to the Development of Reading Skills. Philadelphia: Philadelphia School District, 1970. 3 p. Available ERIC. ED 056 621.

This article briefly discusses ways in which the study of foreign language contributes to the development of reading skills in the speaker's native language. Comments are directed to the following areas: (1) auditory discrimination, (2) visual discrimination, (3) association and insight, (4) the reading process, (5) expansion of vocabulary, (6) culture, (7) sound-symbol relationships, (8) morphological changes, (9) study skills, and (10) psychological impact.

142. Savoie, A. Education bilingue: avantage ou entêtement. Langue et culture 1:19-30 aut'70.

**143. Spolsky, Bernard. Some Psycholinguistic and Sociolinguistic Aspects of Bilingual Education. Similar paper prepared for the Conference on Teaching the Bilingual Child, University of New Mexico, November 1968. 12 p. Available ERIC. ED 028 412.

No final statements can be made concerning the question of how bilingualism affects language development. One extreme position, the balance theory, holds that each individual has only a certain amount of language learning ability and if it is divided between two languages, the knowledge of each language will be weaker. Therefore, although no one suffers cognitively by learning one language rather than another, there will possibly be some loss in linguistic ability when two languages are learned. Unless this is offset by increased motivation, there will be a loss in other subjects. While the evidence now collected seems to favour the balance theory, a great deal more study is needed on this complex question. Bilingual education is closely tied to a society that accepts both languages.

*144. Swain, Merrill. Bilingualism: some non-political issues. Multiculturalism 1, no. 3:13-16 '77.

Recent research shows that a high level of proficiency in two languages promotes understanding and tolerance of linguistic and cultural differences and has a positive effect on cognitive growth.

*145. Swain, Merrill. French immersion program across Canada: Research findings. Canadian Modern Language Review 31, no.2:117-129 Nov'74. EJ 109 480.

A study indicates that students in French immersion programs in Canadian schools achieve superior progress in French and equal skill in English relative to students in partial immersion classes or traditional second-language study.

*146. Swain, Merrill. More about primary French immersion classes. Orbit 27, v.6, no.2:13-15 Apr'75. EJ 115 155.

This article answers some questions regarding primary French immersion classes -- particularly in relation to performance on standardized tests.

**147. Swain, Merrill. Writing Skills of Grade Three French Immersion Pupils. Working Papers on Bilingualism, No.7. Toronto: Ontario Institute for Studies in Education, 1975. 41 p. Available ERIC. ED 125 262.

This paper analyzes short stories written in English and French by French immersion pupils at the Grade 3 level. Their English writing skills are compared to those of Grade 3 pupils in a regular English program. Aspects of their writing skills which are examined include vocabulary skills, technical skills (punctuation, capitalization and spelling), grammatical skills and creativity. The errors made by the pupils are discussed in detail.

148. Swain Merrill, and Mari Wesche. Linguistic interaction: case study of a bilingual child. Language Sciences no.37:17-22 Oct'75. EJ 126 070.

This paper focuses on lexical mixing and language switching in a French-English bilingual Canadian child.

*149. Sweetman, C., and others. French immersion program's impact on first language skills. Ontario Education 7:610 Nov-Dec'75.

Results of a study conducted in New Liskeard, Ontario clearly imply that there is no basis for concern about a child's development of first language skills being hindered by participation in a second language immersion program for one year.

150. Thiery, Christopher. Le bilinguisme vrai. Etudes de linguistique appliquée no. 24:52-63 oct-dec'76. EJ 166 135.

Dans ce sommaire d'une étude plus importante, le vrai bilingue est défini comme celui qui possède deux langues maternelles et qui est donc accepté comme membre indigène des deux cultures. Distinction est aussi faite entre le vrai bilinguisme et la connaissance d'une langue seconde.

151. Van Overbeke, M. Introduction au problème du bilinguisme. Paris: Nathan, 1972. 214 p.

L'auteur s'applique non seulement à définir le bilinguisme mais aussi à résumer tous les aspects touchant l'éducation. Il présénte les idées d'observateurs renommés d'enfants bilingues: à savoir J. Ronjat, M. Pavlovitch, W. Leopold, D. Tits et R. Burling; et donne un aperçu des vues de W.T. Elwert, R. Lowie et G. Wiens, entre autres qui s'intéressent plutôt l'introspection des personnes bilingues. Il termine par une bibliographie passablement complète en ce qui a trait à la linguistique et à la psychologie.

*152. Vander Beek, J.C. Study of a second language is valuable. TEMA 5:15-16 Sept'74 and Canadian Modern Language Review 30, no.4:354-6 My'74.

By studying another language, a student's view of his own environment is expanded.

4. Factors Affecting Second Language Learning and Retention

153. Andersson, Theodore. Bilingual education and early childhood. Hispania 57, no.1:77-78 Mar'74. EJ 096 273.

154. Andersson, Theodore. Pre-school biliteracy: historical background. Hispania 60, no.3:527-530 Sept.'77. EJ 166 119.

> This background article provides a general discussion of the possibilities of teaching pre-school children to read in one or more languages. If external stimulation can match the rapid inner development of young children, rapid and extensive learning can occur.

155. Andersson, Theodore and W. Mackey. eds. Bilingualism in Early Childhood. Rowley, MA: Newbury House.

> Papers presented at the Conference on Children's Language (November 1971), which discussed the subject 'Learning of two or several languages or dialects by 3 to 8 year-old children, particularly with regard to their social environment'.

156. Andersson, Theodore, and others. Early childhood: the best time to become bilingual and biliterate. Childhood Education 54, no.3:155-161 Jan'78. EJ 174 099.

> Cites recent investigation of the acquisition of bilingualism in young children containing further evidence that they learn two languages in the same way that the monolingual child learns one. Also cites studies showing that the young child's impressive language-learning abilities function in the acquisition of reading.

**157. Arias, M. Beatriz and Tracey C. Gray. The Importance of Teacher and Student Language Attitudes on Achievement in Bilingual-Bicultural Education. Paper presented at the meeting of the American Educational Research Association, New York, April 1977. Available ERIC. ED 142 050.

> There has been growing interest in the effect on achievement of teacher and student attitudes toward language. This paper attempts to examine the relevant studies in this area in order to draw some conclusions for bilingual bicultural classroom settings.

158. Arsenian, S. Bilingualism in the postwar world. Psychological Bulletin: 42 no.2:65-86 1945.

> This frequently quoted article points out that linguistics generally concur in the belief that the advantages and disadvantages of early bilingualism in schools cancel each other out. However, the author adds that, in cases where the second language enjoys a reputation such that the child tends to regard it as more important than his mother tongue, a child should not be exposed to early or premature

bilingualism. The article constitutes a summary of the research carried out up to 1945 and a plan of further study required.

*159. Barkman, L.B. Some psychological perspectives on bilingualism and second language teaching. McGill Journal of Education 4:48-58 Spr'69.

The author discusses the findings of studies dealing with bilingualism and intelligence, language aptitude, motivation in second language learning, evaluation of bilingualism, stages of bilingual development and language interference. He suggests how some of these findings might be used in the preparation of effective second-language programs in schools.

160. Basten, Georges. Les prérequis psycholinguistiques et pédagogiques à l'apprentissage des langues vivantes. Revue des langues vivantes 43, no. 4:384-95 '77. EJ 168 082.

Une analyse des facteurs entrant en jeu dans l'apprentissage de langues étrangères. Il importe avant tout d'avoir bien saisi sa langue maternelle, aussi bien par acquisition que par l'aptitude apparemment innée à construire des phrases dans sa langue maternelle. On traite en autre de l'apprentissage d'une langue étrangère à un jeune âge.

*161. Bégin, Yves. Evaluative and Emotional Factors in Learning a Foreign Language. Montréal: Bellarmin, 1971. 125 p.

The purpose of this experiment was to show that important emotional problems occur during intensive learning tasks. Teaching methods must be worked out which take into account these problems. In this case, counseling techniques were used to structure a social environment which would reduce the anxiety inherent in being unable to communicate satisfactorily with others. It is hypothesized that, as anxiety is reduced, the student is led progressively to appraise the language of his counsellor as something good to speak and that the efficiency and depth of learning is a function of this appraisal of the language and the learning situation.

**162. Bialystok, Ellen and Maria Frohlich. Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, no.13. Toronto: Ontario Institute for Studies in Education, 1977. Available ERIC. ED 140 661.

The present study offers a model of second language learning and examines aspects of the model in two experiments with high school students learning French. In the first experiment, the relationship between individual learner characteristics and achievement is examined. Attitude and the use of certain learning strategies prove to be the most important predictors of proficiency. The second experiment investigates more precisely the role of inferencing, one of the learning strategies hypothesized in the model, in language learning. The opportunity to inference was found to improve reading comprehension scores.

*163. Bibeau, Gilles, et Emile Bessette. L'appentissage précoce des langues secondes. Québec français: 62-71 Mai'78 et 58-63 Oct'78.

Dans le premier article, l'auteur tente de créer une perspective générale dans laquelle on devrait situer l'apprentissage précoce des langues secondes, en évoquant des expériences réalisées au Canada et aux Etats-Unis; dans le deuxième, il offre des réponses à des questions sur l'éducation bilingue en s'inspirant des principales recherches et expériences effectuées.

*164. Bouton, Charles P. L'apprentissage d'une seconde langue chez l'adulte. McGill Journal of Education 13, no.2:128-136. Spr'78.

L'auteur ne partage pas l'avis de ceux qui perçoivent l'étude d'une langue seconde et l'acquisition d'une langue maternelle comme des processus semblables sinon identiques. Il traite d'un certain nombre d'aspects de l'enseignement de langues étrangères aux adultes qui devraient aider à orienter la pratique et la recherche. Son exposé est accompagné d'un commentaire pénétrant d'une pertinence immédiate pour les spécialistes de l'enseignement de langues étrangères.

165. Bouton, Charles P. Le développement du langue: aspects normaux et pathologiques. Paris: Masson/Unesco, 1976. 278 p.

L'auteur s'intéresse aux problèmes linguistiques des enfants. La quatrième et dernière partie du livre porte sur les situations où il y a bilinguisme et sur l'acquisition d'une langue seconde.

166. Bruck, Margaret. The Suitability of Early French Immersion Programs for the Language Disabled Child. Ottawa: Department of the Secretary of State, 1978. 87 p. Available ERIC. ED 153 460.

This is the second report of a longitudinal project, initiated in 1970, in which children with and without language problems are identified in French immersion and English kindergartens and closely monitored to the end of grade 3. This study investigates the desirability of early French immersion programs for English-speaking children with language learning disabilities. The primary focus of the research is to determine whether these children should be left in the French immersion program or be transferred to an all-English program.

*167. Bruck, Margaret. The suitability of early French immersion programs for the language disabled child. Canadian Modern Language Review 34, no.5:884-7 May'78. EJ 184 986.

A discussion of a project in Quebec in which language disabled children are not switched out of immersion programs but are provided with remedial instruction within these programs. The students develop facility in their first language, learn basic skills, exhibit no exceptional behavioral problems and acquire competency in French.

**168. Bruck, Margaret and others. Alternative Forms of Immersion for Second Language Teaching. Working Papers on Bilingualism, No.10. Toronto: Ontario Institute for Studies in Education, 1975. 53 p. Available ERIC. ED 126 726.

Two forms of immersion are compared, "early" and "late". Early immersion means that students had followed an immersion program from kindergarten on, while late immersion means that students had followed a French-as-a-second language program during elementary school, and taken a one-year French immersion program at grade 7. An analysis of comparative abilities of the two groups showed that the early immersion students generally performed better than the later immersion students on tests of reading, writing, speaking and listening.

**169. Burstall, Clare. An "optimum age" for foreign-language learning? English Teachers' Journal (Israel) no.14:23-26 Nov'75. EJ 129 514.

Contentions that foreign languages are best learned at a young age are refuted by newer research. The amount of time spent studying a language is the most important factor, with older learners more efficient than younger ones.

170. Burstall, Clare. Factors Affecting Student Acceptance or Rejection of a Foreign Language Learning Program. Paper presented at the Annual Meeting of the American Educational Research Association, 1973. 16 p. Available ERIC. ED 088 277.

A 10-year educational experiment being conducted in England in which 18,000 elementary school students are taught French by non-specialist teachers is described. The methods used rely extensively on audio-visual materials. Discussion focuses on the following factors affecting the program: (1) sex of the student, (2) socioeconomic status, (3) employment expectations, (4) attitudes toward foreign peoples, (5) parental attitudes, (6) teacher's attitudes, (7) characteristics of the "good teacher", (8) maturational factors, (9) instructional materials, (10) mode of presentation, and (11) the learning situation.

171. Carroll, John B. The IEA studies in English and French as foreign languages: implications for educational planning. Studies in Educational Evaluation 3, no.1:1-5 Spr'77. EJ 180 457.

Effective programs of foreign language instruction can be planned by accounting for the important factors relative to student achievement, including adequate time for learning, foreign language aptitude, and motivation. Instruction must be given by well-qualified teachers who can use the language liberally in the classroom.

*172. Carroll, John B. The Teaching of French as a Foreign Language in Eight Countries. Toronto: John Wiley and Sons, 1975.

This study sets out to measure French language skills of students in the areas of reading, writing, speaking and listening. The technical

characteristics of the instruments used are described in detail as are the sampling procedures employed for the three age cohorts. The determinants of students' French proficiency within countries are discussed, while additional evidence is given about the factors which account for variation in student performance between countries. The results of the survey provide suggestions concerning the optimal starting time for foreign language teaching and of the time necessary for students to reach satisfactory levels of attainment. The recommendations indicate how educational authorities and teachers may profit from the study.

**173. Catford, J.C. Learning a Language in the Field: Problems of Linguistic Relativity. Ann Arbor: Michigan Univ., Center for Research on Language and Language Behavior, 1969. 15 p. Available ERIC. ED 028 438.

The author feels that there is no reason to suppose that adults are less capable than children in learning a second language, given adequate opportunity and motivation. In terms of amount learned in comparable time, the adult is about 5 times as efficient as the child. Linguistic relativity — differences in the deep conceptualizations of general human experience -- while a problem for the adult, can also be a source of great interest. Interest in the language itself is one source of motivation for the mature student. The student learning a language in the field must be encouraged to develop initiative, curiosity, empathy and an awareness of what to look for in the new language.

174. Chastain, Kenneth. Affective and ability factors in second-language acquisition. Language Learning 25, no.1:151-161 Je'75. EJ 131 044

The effect of three affective student characteristics, in comparison with selected student ability characteristics, on grade achieved in elementary language courses is examined. Results imply that affective characteristics have at least as much influence on learning as do ability factors.

175. Clarke, Marc A. Second language acquisition as a clash of consciousness. Language Learning 26, no.2:377-390 Dec'76. EJ 155 265.

The article contends that students' difficulties in learning a second language often stem from a lack of understanding of the social context of the language.

176. Clement, R., and others. Attitudes and Motivation in Second Language Acquisition: An Investigation of Ontario Francophones. Working Papers on Bilingualism No.12. Toronto: Ontario Institute for Studies in Education, 1977. 23 p. Available ERIC. ED 135 231.

The results of this study demonstrate that attitudes, anxiety and motivation are related to achievement in the second language and that context of language acquisition has an effect on verbal language achievement but not on attitudes.

177. Cohen, Andrew D. Forgetting a second language. Language Learning 25, no.1:127-138 Je'75. EJ 131 045.

A study is made of ways in which three children forgot a foreign language in which they had been immersed. Specifically considered are whether the last things learned are the first things forgotten, and whether forgetting entails unlearning in reverse order from the original learning process.

**178. Cohen, Andrew D. Successful Immersion Education in North America. Working Papers on Bilingualism, No.5. Toronto: Ontario Institute for Studies in Education, 1975. 9p. Available ERIC. ED 125 241.

The success of various French immersion programs in Canada and of one Spanish immersion program for English speakers in Culver City, California, has prompted the author to define "successful" and to attempt to identify ingredients desirable in an immersion program. A tentative 14-point checklist for a successful immersion program is provided. Other factors which may mitigate against the success of an immersion program are noted.

179. Collard, Lucien. Age and language learning. Babel: Journal of the Australian Federation of Modern Language Teachers' Associations 13, no.2:40-45 Jy'77. EJ 172 001.

An investigation of the differences between first and second language acquisition and the relationship between age and second language learning. The stages in native language acquisition and the advantages of an early start in second language learning are discussed.

180. Cook, Vivian J. Cognitive processes in second language learning. International Review of Applied Linguistics in Language Teaching 15, no.1:1-20 Feb'77. EJ 162 524.

This article describes a series of experiments concerning the relationship between cognitive processes and learning a second language. Similarities and differences between first language acquisition and second language learning by children and adults are discussed.

**181. Council for Cultural Cooperation. Modern Languages in School. Strasbourg: Council of Europe, 1973. 63 p. Available ERIC. ED 100 142.

The Committee for General and Technical Education of the Council of Europe commissioned a comparative study of modern language teaching in European primary and secondary schools. Factors reviewed were: languages taught, types of programs, frequency and length of periods, years of study, no. of pupils per class, aims and objectives of programs, teaching methods, testing, and teacher training.

**181. Cowan, J. Ronayne. Toward a Psychological Theory of Interference in Second Language Acquisition. Paper presented at the Conference on Second Language

183. Learning and Teaching, State University of New York, 1976. 20 p. Available ERIC. ED 129 110.

One of the several causal mechanisms for errors made by adult second language learners is interference from the native language. This paper attempts to account for the cognitive nature of interference by proposing two psycholinguistically based principles that will explain various types of production and perception errors made by second language learners.

*184. Cummins, James. Delaying native language reading instruction in immersion programs: a cautionary note. Canadian Modern Language Review 34, no.1:46-49 Oct'77. EJ 170 040.

A brief discussion of delayed instruction in native language reading in immersion programs where second language reading instruction is introduced in grade one. It is noted that long-term effects on a child's interest in reading and the extent of parental involvement in the reading process have not been investigated.

*185. Cziko, Gary A. The effects of language sequencing on the development of bilingual reading skills. Canadian Modern Language Review 32, no.5:534-539 My'76. EJ 143 028.

A study is reported evaluating the effects on the development of bilingual reading skills of a second language -- native language sequence of reading instruction as opposed to a native language -- second language sequence in elementary grade French immersion programs.

*186. Cziko, Gary A., and Wallace E. Lambert. A French-English school exchange program: feasibility and effects on attitudes and motivation. Canadian Modern Language Review 32, no.3:236-242 Feb'76. EJ 138 202.

This article reports on a pilot study undertaken to determine the effect that a new student exchange program would have on student attitudes and student motivation in second language learning.

*187. De Garcia, Rebecca, and others. Foreign-language attitude study. Canadian Modern Language Review 32, no.3:302-304 Feb'76. EJ 138 203.

This article consists of a survey designed to determine language teachers' attitudes and assumptions concerning foreign language learning and teaching.

188. Debyser, Francis. The relation of language to culture and the teaching of culture to beginning language students. CCD Language Quarterly 6, no.1-2:1-8 Spr'68.

A brief critical commentary on several current viewpoints on the teaching of French culture introduces the article which stresses the concept that linguistic behavior and culture are intimately related and empha-

sizes the necessity of applying this concept in the foreign language classroom. Basic French nouns, pronouns, and phrases are examined to illustrate the language-culture relationship which, it is argued, makes the most common place structures "idiomatic". Pedagogical conclusions stemming from this relationship are then enumerated, with emphasis given to the introduction and integration of cultural context into the language classroom according to a systematic progression.

**189. Dressler, W.U. Pragmalinguistics. Paper presented at a symposium on foreign language study and teaching in high schools, Saalbach, Austria, 1972. 14 p. Available ERIC. ED 077 297.

Pragmalinguistics is concerned with the pragmatism of speech arts. It attempts to develop a systematic inventory of all that belongs to communicative competence. This includes not only grammar but also the way of living and view of life specific to the competent speaker. Foreign language instruction should include this dimension as well as instruction in casual speech and fast speech rules. The highly conventional style taught by high school teachers is inappropriate for the majority of conversations the student will have.

190. Duchastel, Mélaine. Attitude dans l'enseignement et dans l'apprentissage du français comme langue seconde: étude de corrélations. MA thesis, Université de Montréal, 1975. n.p.

*191. Edwards, G. Second language retention in the Canadian Public Service. Canadian Modern Language Review 32, no.3:305-308 Sept'76. EJ 138 204.

This article summarizes the results of a study undertaken to investigate the question of second language retention by federal bilingual employees in Canada.

*192. Engle, Patricia Lee. Language medium in early school years for minority language groups. Review of Educational Research 45, no.2:283-325 Spr'75. EJ 121 851.

Central issues are: whether children learn more rapidly in a second language if first taught to read in their primary language and whether children first taught subject matter in their first language will have greater comprehension than if taught the same material only in the second language.

193. Ekstrand, Lars H. Social and Individual Frame Factors in L2 Learning: Comparative Aspects. Paper presented at the Scandinavian Conference on Bilingualism, Helsinki, September, 1976. 29 p. Available ERIC. ED 136 560.

The roles of a large number of factors in second language learning are considered. Individual factors include language aptitude, personality, attitudes and motivation, and the role of the speaker's native language. Teacher factors involve the method of instruction, the sex of the teacher, and a teacher's training and competence, while sociocultural factors include the degree of urbanization, nationality, and

socioeconomic status. Following a review of relevant literature, a study conducted in Sweden is described.

**194. Ervin-Tripp, Susan M. Is Second Language Learning Like the First? Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages, Puerto Rico, 1973. 30 p. Available ERIC. ED 099 108.

A nonrandom sample of children aged 4 to 9 was studied to determine if second language learning is similar to first language learning and if there is a change in learning rate or process with age. Thirty-one English speaking children who were in schools where French was the instructional medium and who had not been exposed to French for more than 9 months were tested. It was found that the older children had an advantage and learned faster.

195. Fathman, A. The relationship between age and second language productive ability. Language Learning 25:245-53 1975. EJ 134 672.

A test was administered to 200 children (ages 6-15) who were learning ESL to study the relationship between age and the rate of learning. The results indicated that while the rate of learning English as a second language changes with age, the order of acquisition remains constant.

196. Feenstra, H.J. Parent and teacher attitudes: their role in second language acquisition. TEMA 6, no.2:20-4 Je'75 and Sask. Assoc. of Teachers of French Journal 6:1-8 Fall'71.

197. Ferguson, C., and others. Bilingual education: an international perspective in Spolsky, B., and R. Cooper, eds. Frontiers of Bilingual Education. Rowley, MA: Newbury House.

The authors show that the use of two languages in education is prevalent throughout the world, that the motives for it differ widely and that its success depends far more on the attitudes and aspirations of the population concerned than on the pedagogical methods applied or the degree of difference between the languages concerned.

**198. Fernandez, Irene. Parental Involvement in Bilingual Education. Paper presented at the Preconvention Workshop of the American Council on the Teaching of Foreign Languages, 1973. 7p. Available ERIC. ED 088 290.

The author states that hundreds of schools throughout the country are discovering that a positive factor for academic achievement is parental involvement. Schools are finding out that parents "do care" and that, given the opportunity, they can influence and further enhance the educational opportunities of their children.

199. Foldberg, Egon. Why? When? What? How? A plea to think more of the language-learners' situation. English Language Teaching Journal 32, no.1:15-23 Oct'77. EJ 170 021.

Questions in the title refer to reasons for learning a second language, the best time to begin, what language to choose, and methods most

likely to succeed. Using examples from Danish language experience, the author urges that language teaching relate more closely to learners' desires, needs, attitudes and mental capacity.

*200. Frith, May B. Comparison of first and second language learning. McGill Journal of Education 10, no.2:131-140 Fall'75.

The author examines various theories of native language acquisition in an attempt to find any empirical evidence for the hypothesized similarity between native language acquisition and second language learning. She also examines the question of age to see if there are any correlates between age and learning ability, rate of learning or learning strategies.

*201. Frith, May B. Interlanguage theory: implications for the classroom. McGill Journal of Education 13, no.2:155-165. Spr'78.

The interlanguage theory assumes that an active and independent learning mind makes its own generalizations upon grappling with a new language and argues that errors that a learner makes in the rules of the target language are often in fact "correct" by the rules of an "interlanguage" invented by the learner as a provisional and sufficiently workable substitute. To insist on penalizing all such "errors" has the effect of breaking down the learner's capacity to organize his or her progress in this way. Frith reviews the research supporting this hypothesis and outlines some practical steps to be taken by the teacher of second languages who would conform with its implications.

202. Gardner, Robert C. Cognitive and Affective Variables in Foreign Language Acquisition. London: University of Western Ontario, Dept. of Psychology, 1978. 15 p. Available ERIC. ED 155 929.

This is a discussion on the role that intelligence, language aptitude, motivation and anxiety play in second language learning. Research is reviewed which supports the contention that the attitudinal/motivational dimension, or integrative motivation, bears an important relationship to achievement in the second language as well as to behavior in the language classroom. The importance of such a motivational component seems to derive from the fact that language courses make affective demands on students because they require acquisition of material characteristics of other cultures, demands not made by other school subjects.

203. Gardner, Robert C. Social Factors in Second Language Acquisition and Bilinguality. London: University of Western Ontario, Department of Psychology, 1975. 63 p.

*204. Gardner, Robert C., and others. Attitude and motivation in second language learning: course related changes. Canadian Modern Language Review 32, no.3:243-266 Feb'76. EJ 138 206.

This article reports on an experimental French course and the extent to which it influenced student attitudes and motivation.

*205. Gardner, Robert C., and others. Second language learning: a social psychological perspective. Canadian Modern Language Review 32, no.3:198-213 Feb'76. EJ 138 207.

This article deals with the role of attitudes in second language acquisition suggested by a social psychological intepretation of the processes involved, and examines several extracurricular programs designed to improve student attitudes and motivation.

*206. Gardner, Robert C., and Padric C. Smythe. Motivation and second-language acquisition. Canadian Modern Language Review 31, no.3:218-230 Jan'75. EJ 112 689.

Motivational variables associated with second language acquisition are discussed.

207. Gardner, Robert C., and P.C. Smythe. Role of Attitudes in Acquiring the Language of Another Ethnic Group. London: University of Western Ontario, Dept. of Psychology, 1976. 25 p. Available ERIC. ED 135 210.

After a brief review of the research concerned with the relationship between students' attitudes and second-language learning, the present paper attempts to answer the question, "Do attitudes, in and of themselves, relate directly to second-language acquisition, or do they play an indirect role in providing a basis for the motivation to acquire a second language?" Both first order and semi-partial correlations were used to demonstrate that the major role of attitudes in the process of second language acquisition appears to be one of providing support for the motivation required to sustain the student in formal second language programs.

208. Gardner, Robert C., and Wallace E. Lambert. Attitudes and Motivation in Second Language Learning. Rowley, Mass.: Newbury House, 1972.

This book summarizes a 12-year research project. Attention is centered on the matter of individual differences in skill with foreign languages, concentrating primarily on adolescents attempting to learn French or English. The studies give rise to the theory that the successful learner of a second language must be prepared to adopt various aspects of another linguistic and cultural group.

**209. Gardner, Robert C., and Wallace E. Lambert. Motivational Variables in Second-Language Acquisition. Ottawa: Canadian Psychological Association, 1959. 7 p. Available ERIC. ED 031 968.

Montreal high school students studying French as a second language completed a battery of tests including measures of linguistic aptitude,

verbal intelligence, and various attitudinal and motivational characteristics. Analysis of the intercorrelations of these tests yeilded two orthogonal factors equally related to ratings of achievement in French: a "linguistic aptitude" and a "motivational" factor. It was also found that maximum prediction of success in second-language acquisition was obtained from tests of: verbal intelligence, intensity of motivation to learn the other language, students' purposes in studying that language, and one index of linguistic aptitude.

*210. Genesee, Fred. Is there an optimal age for starting second language instruction? McGill Journal of Education 13, no.2:145-154 Spr'78.

Opinion that prefers early second language instruction originated with research in non-pedagogical fields - i.e. cognitive and neuropsychological studies. The author reviews each argument with a view to establishing a fresh perspective on the issue before inspecting some specifically educational research done on the subject. The author argues that the advantage seems to lie with an early beginning followed by work at the secondary level.

211. Genesee, Fred. The role of intelligence in second language learning. Language Learning 26, no.2:267-280 Dec'76. EJ 155 268.

This article discussed research undertaken to assess the role of intelligence, as measured by standardized group I.Q. tests, in the acquisition of a second language. Results indicate that reading and language usage tests correlate with I.Q. level while tests of listening comprehension and interpersonal communication do not correlate for anglophone students learning French.

*212. Genesee, Fred. The suitability of immersion programs for all children. Canadian Modern Language Review 32, no.5:494-515 My'76. EJ 143 031.

Existing research related to the suitability of French immersion for disadvantaged and minority group children is reviewed with a view to drawing conclusions and making recommendations.

213. Gliksman, L., and R.C. Gardner. Student attitudes in French; some relationships between students' attitudes and their behaviour in the French classroom. Reporting Classroom Research 6, no.1:6 Jan-Feb'77.

*214. Goufman, W.E., and L. Lee. Cross-national assessment of educational achievement: a review. Educational Researcher 3, no.6:13-16 Je'74.

This article announces the publication of a mammoth survey of 10,000 secondary schools in fourteen countries. It already shows that pupils' progress in the various subjects -- including languages -- is directly dependent upon their family background. The conclusion is that teaching of a second language is difficult unless it is backed by the parents and the entire community.

**215. Gudschinsky, Sarah C. Literacy in the Mother Tongue and Second Language Learning. Quebec: Laval University, International Center on Bilingualism, 1971. 15 p. Available ERIC. ED 060 753.

Bilingual education programs which foster literacy first in the mother tongue and then in the second language, before the second language is used as a medium of instruction, are proving to be successful in a number of locations around the world. Several social, psychological, and pedagogical advantages result from this bilingual education strategy. Such programs encourage community understanding and support, minimize the culture shock for the child entering school, augment the child's sense of personal worth and identity, develop the child's habit of academic success, and utilize the child's fluency in his own language in learning the skills of reading and writing.

**216. Guiora, Alexander Z. and others. The Role of Empathy in Second Language Behavior. Ann Arbor: Michigan Univ., Center for Research on Language and Language Behavior, 1968. 6 p. Available ERIC. ED 024 952.

Empathy, or the immediate emotional apprehension of the affective experience of another person, plays an important role in the developmental acquisition of a first language. It is hypothesized that a capacity for empathy contributes to the mastery of the pronunciation of a second language.

**217. Hameyer, Klaus and Carmen Grosse. The Influence of Dialect and Reading on Second Language Learning. Paper presented at the Conference on Second Language Learning and Teaching, Oswego, N.Y., July 1976. 21 p. Available ERIC. ED 132 844.

It is suggested that the static model of language which is prerequisite for contrastive analysis is inadequate in pinpointing potential difficulties in second language learning. The student learning graphemic-phonetic correspondences encounters two types of difficulties not exposed by contrastive analysis: dialectal difficulties and reading difficulties resulting from the particular strategy used by the student in learning to read his own language. The number of factors causing difficulties in learning graphemic-phonetic correspondences in a foreign language can be complex, based as they are upon native-language dialect differences, reading strategies, and perhaps other variables. Therefore it is highly unlikely that contrastive analysis of the two standard languages can do more than approximate learning difficulties.

**218. Hepworth, Janice C. The importance and implications of the 'critical period' for second-language learning. English Language Teaching Journal 28, no.4:272-82 Jy'74. EJ 104 340.

Assesses the importance and implications of the 'critical period' in second-language learning, which occurs when second-language learning overlaps primary language learning, ages two to thirteen.

**219. Hodge, Virginia D. Personality and Second Language Learning. Language in Education: Theory and Practice, No.12. Arlington: ERIC Clearinghouse on Languages and Linguistics, 1978. 40 p. Available ERIC. ED 157 408.

This annotated reading list addresses the problem of the paucity of literature dealing specifically with the relationship between personality and language learning.

220. Hok, Ruth. Strengthening and polishing the teaching-learning foreign-language spiral. English Language Teaching Journal 32, no.1:1-9 Oct'77. EJ 170 022.

Language teaching and learning methods are not satisfactorily developed. This article explores ways in which language instruction and several other disciplines are interdependent. Understanding this intertwining can facilitate learning in all these areas.

**221. Hoy, P.H. The Early Teaching of Modern Languages. A Summary of Reports from Sixteen Countries. Strasbourg: Council of Europe, Committee for General and Technical Education, 1976. 24 p. Available ERIC. ED 131 698.

The results of a questionnaire from 16 European countries concerning the early teaching of modern languages are presented. A majority of countries introduce the teaching of at least one modern language at, or below, the age of 10. The main problems connected with the early teaching of modern languages are classified under the headings of "organizational", "political", "sociological", "pedagogical", and "financial". A sample questionnaire is included in the report.

222. Hubbard, Louise J. Aptitude, attitude and sensitivity. Foreign Language Annals 8, no.2:33-37 Mr'75. EJ 117 737.

Aptitude is not a valid predictor of achievement in a foreign language. Studies show that motivation does affect achievement. Since the student's attitude and performance are affected by the teacher's attitude, teacher-learner interaction should be recognized as a major determinant of successful FL study.

*223. Iiams, Thomas M. The gathering storm over bilingual education. Phi Delta Kappan 59, no.4:226-30 Dec'77. EJ 169 177.

Hispanic and French Canadian experience have shown that middle-class students usually have an easier time acquiring a second language than do more socially deprived young people whose parents are not future-oriented. Ethnic background is important because some groups place a higher premium on learning another language than do others.

*224. Ingeberg, L. Education's most unfortunate failure. Modern and Classical Language Bulletin 8:13-21 Wtr'69-'70.

Physiological and psychological factors facilitating the acquisition of a second language at an early age are discussed.

225. Jakobovits, Leon A. Foreign Language Learning; A Psycholinguistic Analysis of the Issues. Rowley, Mass.: Newbury House Publishers, 1970. 336 p. ED 041 284. Not available ERIC.

The purpose of this volume is to bring together various materials dealing with the psychological aspects of foreign language learning and bilingualism. Chapters are: (1) Psycholinguistic Implications for the Teaching of Foreign Languages; (2) Psychological and Physiological Aspects of Foreign Language Learning; (3) Compensatory Foreign Language Learning; (4) Problems in Assessing Language Proficiency; and (5) Foreign Language Aptitude and Attitude.

**226. Lambert, Wallace E. Culture and Language as Factors in Learning and Education. Paper presented at the Annual Learning Symposium on "Cultural Factors in Learning", Bellingham, Washington, 1973. 54 p. Available ERIC. ED 096 820.

The following questions are raised: (1) Do beliefs about a particular ethnolinguistic group affect the efficiency of learning that group's language? (2) Is there any basis to the belief that in becoming bilingual or bicultural cognitive powers are dulled and identities are diluted? (3) should minority groups try to maintain their ethnolinguistic identities and heritage in the North American setting? Research on English-Canadians learning French demonstrated that attitudes held toward the French strongly influenced the learning of the language. As for bilingualism, French-Canadian bilingual students tested higher than carefully matched monolinguals on both verbal and nonverbal measures of intelligence. Also, testing of adolescent boys of mixed French-English parentage demonstrated that there is no basis for the belief that biculturalism produces a loss of identity. Finally, results of work with French-Canadians, and French-Americans in Maine, substantiate the need for the maintenance of minority ethnolinguistic identities.

227. Lambert, Wallace E. Language, Psychology, and Culture. Essays selected and introduced by A. Dil. Stanford, CA: Stanford University Press, 1972. 362 p.

This work contains a selection of essays by the well-known psychologist of McGill University in Montreal. Several essays give his views on the teaching of a second language in a bilingual context.

*228. Laws, Peter. How much? How soon? - Second language learning. Canadian Modern Language Review 31, no.1:36-43 Oct'74. EJ 106 024.

Discusses the differences between first language learning and second language learning, examines arguments for and against an early start in second language learning and surveys recent and current practices in second language learning and teaching.

229. Lee, William R. For and against an early start. Foreign Language Annals 10, no.3:263-270 My'77. EJ 160 617.

The problem of when to begin foreign language instruction is considered. Detailed criticism is made of the conclusions of Primary

French in the Balance. An early start may be favored because of the effect on children's minds, and teaching and school improvements may solve problems of transition to advanced stages.

**230. Mackey, William Francis. Interlingual Distance. Quebec: Laval University. International Center on Bilingualism, 1971. 139 p. Available ERIC. ED 049 467.

This study of interlingual distance (how far removed one language is from another) begins with a discussion of language universals and types of interlingual distance, followed by a discussion of semantic and formal differences and taxonomic and integral distances in discourse. Figures and tables, using French and English as contrastive illustrations, are included.

231. Mackey, William Francis. A typology of bilingual education in Andersson, T. and Mildred Boyer, eds. Bilingual Schooling in the United States. Washington, DC: United States Government Printing Office, 1970 vol.2., p. 63-82.

The author endeavours to cover all types of education in two languages, from the point of view not only of the distribution in the school curriculum and the relationship with the language spoken at home, but also of the relationship between school and the environment outside school and outside the family.

232. Macnamara, John, and John Edwards. Attitudes to Learning French in the English-speaking Schools of Quebec. Quebec: Official Publisher, 1973. 57 p.

This study was prepared at the request of the Commission of Inquiry on the Position of the French Language and on Language Rights in Quebec (Gendron Commission). High school students in general, ethnic groups among high school students (Italian, Greek and Jewish) and teachers in high schools and elementary schools were questioned on their attitudes towards the French language. It was found that there was a great deal of goodwill among the English students and teachers towards the French-Canadian community and that both groups were anxious to improve their knowledge of French. The authors warn against using coercive legislation to increase the use of French in English-speaking schools and suggest it would be more profitable to look for ways of allowing students and teachers to follow this road voluntarily.

*233. Mareschal, Roger. Eléments de motivation en langue seconde au Québec: une technique de recherche et quelques résultats. Canadian Modern Language Review 32, no.3:227-235 Feb'76. EJ 138 209.

Compte rendu des résultats d'une étude effectuée au Québec dans le but d'obtenir des renseignements d'élèves et d'enseignants par rapport à l'apprentisage d'une langue seconde, de déterminer les motifs d'ordre

social, économique et politique de l'étude d'une langue ainsi que pour obtenir des opinions quant à des moyens possibles d'améliorer l'enseignement des langues.

234. McCoy, Ingeborg R. Means to Overcome the Anxieties of Second Language Learners. Paper presented at the annual meting of the American Council for the Teaching of Foreign Languages, New Orleans, 1976. 14 p. Available ERIC. ED 136 570.

The fears and anxieties of students in second language learning situations often prevent successful performance in the language. Three techniques from behavior modification can be applied to overcome such anxieties and to further achievement in second language learning: (1) systematic desensitization; (2) cognitive restructuring; and (3) modeling and guided participation.

235. McDougall, A., and M. Bruck. English reading within the French immersion program: A comparison of the effects of the introduction of English reading at different grade levels. Language Learning 26, no.1:37-43 Jun'76. EJ 144 808.

A study of the French immersion program in Quebec, in which English reading is introduced in some schools at grade 2 and in some at grade 3. The stage at which English reading was first taught was found not to affect reading grade level.

236. McLaughlin, Barry. Second-Language Acquisition in Childhood. Somerset, N.J.: John Wiley and Sons, 1978. 239 p. ED 154 604. Not available ERIC.

This book is a comprehensive treatment of the literature on second language acquisition in childhood, viewed in terms of contemporary process models. After a general introduction on bilingualism in society, six major topics are considered: first-language acquisition, language acquisition and learning in childhood and adulthood, simultaneous acquisition of two languages in childhood, successive acquisition of two languages in childhood, second-language programs in elementary school and some effects of bilingualism.

**237. Meyer, Laura K. Social Class and Foreign Language Learning: Implications for Curriculum. Louisville, Ky.: Louisville Univ., Interdisciplinary Program in Linguistics, 1975. 14 p. Available ERIC. ED 122 616.

The lower class child has frequently been explicitly or implicitly denied the benefits of a foreign language learning experience on the basis of his/her inability to cope with the difficulty level assumed to be inherent in such an experience. Although such stereotyping can be seen as the result of a complex of social, political, and psychological factors, it is possible that the lower-class child's difficulties with school are due to a different mode of cognitive functioning. It is hypothesized that the lower-class child is characterized by an intellectual organizational tendency that is at odds with that of the school, and that this cognitive misfit can be at least partially

remedied by an appropriate teaching orientation and the application of appropriate teaching methods.

238. Miller, Helen Nagtalon. The Concept of "Culture" in the Curriculum of School Language Teaching. Ph.D. Thesis, Ohio State University, 1972. 188 p. ED 083 613. Not available ERIC.

Findings indicated (1) definitions play an important role in causing misunderstandings about the concept of culture; (2) many of the publications on culture in second language teaching are suggestions or programs for teaching culture rather than a clarification of the concept; (3) writers of textbooks and articles on culture often assume that the concept is evaluative rather than descriptive; (4) there is a tendency to treat the refinement and social science sense of culture as opposing meanings instead of arbitrary divisions; and (5) decisions affecting programs on the teaching of culture are value decisions.

*239. Naiman, N., and others. Good Language Learner. Toronto: Ontario Institute for Studies in Education, Modern Language Centre, 1975. 419 p.

A report on a two-year study of two major influences on achievement in second language learning: the strategies and techniques the learner consciously develops and employs; and the inherent characteristics of personality, attitude, and cognitive style which might facilitate language learning.

**240. Nickel, Gerhard. Variables in a Hierarchy of Difficulty. Paper presented at the Pacific Conference on Contrastive Linguistics and Language Universals, Honolulu, 1971. 10 p. Available ERIC. ED 086 020.

This paper is an attempt to show what parameters come into play when dealing with the problem of difficulty in foreign language learning. The author discusses various parameters such as individual and national difficulties, the chronological factor and its effects on interstructural and intrastructural interference, and the type of learner concerned. He comes to the conclusion that the setting up of scales of difficulty requires the cooperation of linguists as well as of pedagogues, psychologists, and representatives of other disciplines.

*241. O'Byrne, Vera de Rudnyanszky. Why start language learning in primary school? McGill Journal of Education 13, no.2:204-210 Spr'78.

From practical experience, the author is convinced that the arguments for learning a second language at an early age are not all covered by the theoretical and research approaches. A second language, because it has to be learned through much the same childlike enjoyment of repetition of simple sounds and phrases as the first, is not an easy undertaking for adolescents and adults nor can they expect quite the same attention from a teacher as they once had from mother and family.

*242. Oestreicher, J.P. The early teaching of a modern language. Education and Culture no.24:9-16 Spr'74. EJ 100 434.

Article discusses second language learning in primary and nursery schools.

*243. Olson, Linda L., and Jay S. Samuels. The relationship between age and accuracy of foreign language pronunciation. Journal of Educational Research 66, no.6:263-68 Feb'73. EJ 073 372. Original paper presented at American Educational Research Association Annual Meeting, Chicago, 1972. 17 p. Available ERIC. ED 060 702.

When elementary, junior high and college students were given German pronunciation instruction for two weeks and tested, the two older groups performed significantly better.

244. Orton, Eric. The use of the mother tongue in FL teaching: a reassessment. Modern Languages 56, no.3:138-142 Sept'75. EJ 129 474.

This article discusses the advantages and disadvantages of using the mother tongue in foreign language instruction, specifically in the explanation phase, in exercises and drills, in testing, and in the presentation of new grammar.

**245. Oskarsson, Mats. The Relationship Between Foreign Language Proficiency and Various Psychological Variables. Paper presented at the International Congress of Applied Linguistics, Stuttgart, August, 1975. 13 p. Available ERIC. ED 127 838.

The project work involves correlation studies of the interralationship between different parts of the test and between language proficiency and various intelligence factors. In one investigation an English language placement test was administered parallel to a battery of psychological tests covering analogies, opposites, verbal fluency, spatial ability and Pukort, a Swedish version of the purdue Creativity Test. Personality tests measuring dominance, deliberateness, sociability, emotionality, flexibility, perservance, emotional stability and independence were administered. Results show that certain relationships exist between language proficiency measures and personality and psychological variables. This should be considered when assessing foreign language mastery.

**246. Paulston, Christina Bratt. Ethnic Relations and Bilingual Education: Accounting for Contradictory Data. Working Papers on Bilingualism No.6. Toronto: Ontario Institute for Studies in Education, 1975. 45 p. Available ERIC. ED 125 253.

This paper examines the contradictory data of research studies on bilingual education from the viewpoint that such data will make sense only if we consider bilingual education as a result of societal factors rather than as the cause of certain behaviors in children. Schermerhorn's theoretical framework for research on ethnic relations (with the independent variables of sequences of interaction, degree of enclosure, and degree of control) is utilized in an attempt to account for the various results of bilingual education programs. Wallace's scheme of revitalization movements is also briefly touched upon.

*247. Penfield, W. An anatomy of language learning. Orbit -:4-6 Oct'69.

An interview with neurologist Dr. Wilder Penfield regarding the mechanisms employed by the brain in language learning and second language learning.

*248. Pons-Ridler, Suzanne. Introduction précoce de la langue seconde. Expérience suisse: exemple à suivre. Canadian Modern Language Review 33.no.4:453-58 Mr'77.

Examen d'une expérience suisse reliée à l'apprentissage d'une langue seconde avant l'âge de dix ans, qui révèle que l'apprentissage d'une langue seconde avant l'âge pubertaire peut être réussi et peut améliorer la connaissance de la langue première, et que la méthode employée a moins d'importance que la formation de l'enseignant.

249. Porcher, Louis. Pour une sociologie des apprentissages. Français dans le monde no.133:73-7 Nov-Dec'77. EJ 171 981.

Une langue, un usage social, ne peut s'apprendre indépendamment des facteurs sociologiques déterminants. L'effet de cette compréhension des éléments sociologiques sur la méthodologie relative aux langues étrangères, notamment l'approche fonctionnelle, ainsi que l'enseignement axé sur l'élève font l'objet d'étude.

*250. Prepalia, Anthony. Using different models of second-language teaching. Canadian Modern Language Review 31, no.3:212-216 Jan'75. EJ 112 692.

The teaching profession is encouraged to retreat from the search for one method of instruction and to recognize that there are many factors which lead to success in modern language learning. Several models offering different approaches for organizing classroom instruction are suggested.

**251. Prokop, Manfred. The Attitudinal Component of The Foreign Language Learning Process. 1975. 31 p. Available ERIC. ED 113 970.

The paper presents a comprehensive summary of recent research on attitudes in foreign language instruction. Research on attitudes is presented on several dimensions, i.e., parental and peer group relations with learner attitudes; student perceptions of the foreign language and culture, of himself as a learner, and of the learning environment (course, teacher, and classroom atmosphere). Attitudes are assigned four groups of functions, i.e., the instrumental, adjustive or utilitarian function, the ego-defensive function, the value-expressive function, and the knowledge function.

252. Randhawa, B.S., and S.M. Korpan. Assessment of some significant affective variables and the prediction of achievement in French. Canadian Journal of Behavioural Science 5:24-33 Jan'73.

**253. Richards, Jack. Error Analysis and Second Language Strategies. 1971. 27 p. Available ERIC. ED 048 579.

Discussed in this paper are reasons why people who speak second languages may not speak or write them with native-speaker-like fluency. These second-language deficiencies may be the results of (1) interference, the use of aspects of another language at a variety of levels; (2) strategies of learning such as overgeneralization and analogy by means of which the learner tests out his hypotheses about the structure of the language; (3) strategies of assimilation, in which the learner makes his learning task easier; and (4) strategies of communication, whereby the learner adapts what he knows into an efficient communication model, producing an optimal utility grammar from what he knows of the language.

**254. Rosansky, Ellen J. The Critical Period for the Acquisition of Language: Some Cognitive Developmental Considerations. Working Papers on Bilingualism No.6. Toronto: Ontario Institute for Studies in Education, 1975. 12 p. Available ERIC. ED 125 256.

This paper reviews the biological origins of the critical period hypothesis and the neurophysiological evidence which was initially supplied in support of a critical period for the acquisition of language. Noting the inconclusive nature of neurophysiological evidence, the author suggests that we look to the interplay of affective and cognitive factors in discussing the acquisition of a second language.

**255. Ryan, Ellen Bouchard. Metalinguistic Development and Bilingualism. Paper presented at the Summer Conference on Language, Flushing, N.Y., 1975. 12 p. Available ERIC. ED 132 842.

Metalinguistic knowledge, or linguistic awareness, involves the ability to focus attention upon the form of language in and of itself, rather than merely as the vehicle by which meaning is conveyed. This ability to analyze language structures lag behind spontaneous speaking and listening performance because of the additional cognitive skills required. In this paper, the proposal that the learning of two languages should require and promote linguistic awareness is considered.

*256. Savignon, Sandra J. On the other side of the desk: a look at teacher attitudes and motivations in second language learning. Canadian Modern Language Review 32, no.3:295-302 Feb'76. EJ 138 210.

This article discusses the role of teacher attitudes and motivation in second language learning and language instruction.

257. Schumann, John H. Affective factors and the problem of age in second language acquisition. Language Learning 25, no.2:209-235 Dec'75. EJ 134 676.

Based on a synopsis of research studies, the relationship of second language learning to affective factors, such as language shock, atti-

tude motivation, ego permeability, etc., is examined. Also, it is suggested that affective variables may be more important than maturation in the problems of adults in learning a second language.

258. Schumann, John H.P. Social distance as a factor in second language acquisition. Language Learning 26, no.1:135-143 Jun'76. EJ 144 810.

Examines a series of societal factors that promote either social distance or proximity between two groups and thus affect the degree to which a second language learning group acquires the language of a particular target language group.

259. Shuy, Roger W., and Ralph W. Fasold (eds.). Language Attitudes: Current Trends and Prospects. Washington, D.C.: Georgetown University, School of Languages and Linguistics, 1973. 201 p. ED 076 989. Not available ERIC.

Subjective reactions to language -- i.e. language attitudes, beliefs, values, etc. are the focus of this monograph. Contributors include d'Anglejan, Tucker and MacNamara.

260. Simoes, Antonio, Jr. (ed.) The Bilingual Child; Research and Analysis of Existing Educational Themes. New York: Academic Press, 1976. 272 p. ED 141 448. Not available ERIC.

The contents of this book are divided into sections on: cognitive and affective studies in bilingual-bicultural education, programs in bilingual-bicultural education - an analysis of total or partial immersion programs, and teacher directed issues - some practical suggestions from theoretical domains.

**261. Smith, Alfred N. Motivation. Speech delivered at the Ellensburg Spring Conference of the Washington Foreign Language Teachers Association, 1971. 8 p. Available ERIC. ED 050 639.

The concept of "motivation" is examined in this article in terms of anxiety levels and anxiety reduction. Three major factors bearing upon the degree to which students are motivated toward the study of foreign languages are personal interest, attitude, and ability. Dr. smith urges more individualized instruction and personalized student evaluation in order to take into account the social and psychological needs of the student as an individual.

*262. Smythe, P.C., and others. The best age for foreign-language training: issues, options and facts. Canadian Modern Language Review 32, no.1:10-23 Oct'75. EJ 131 057 and Elan 17, no.3:20-31 Je'76.

This article examines the evidence and arguments for and against the position that young children are better equipped to profit from foreign language studies than adults, with special reference to FLES programs. Adult and child learning patterns are compared, along with the formal and informal contexts of language acquisition.

**263. Snow, Catherine E. Semantic Primacy in First and Second Language Acquisition. Amsterdam: Institute for General Linguistics, University of Amsterdam, 1975. 21 p. Available ERIC. ED 109 924.

Preliminary results from a longitudinal study of English-speaking children and adults learning Dutch in natural situations suggest that first and second language acquisition are very similar in the stages and strategies which characterize them. There is no reason to believe that young children learn language more easily than or in a different way from older children and adults.

264. Sodhi, S.S. Two Theories of Second Language Learning. St. John's: Memorial University, Faculty of Education, 1970. 27 p.

265. Spoelders, Marc. Cognitive foreign language learning: the educationalists' belief in the learners' cognitive capacities. ITL Review of Applied Linguistics no.25-26:7-18 '74. EJ 124 295.

Suggests an eclectic approach to foreign language teaching where the learner's cognitive structures and capacities as well as his entire personality would be taken into consideration.

266. Spolsky, B., Johanna Green, and J. Read. A model for the description, analysis and perhaps evaluation of bilingual education in Verdoodt, A., ed. Language in Sociology. Louvain: Peeters, 1976, p. 233-64.

The authors distinguish six factors -- psychological, sociological, economic, political, cultural-religious and language -- in bilingual education. Each one is considered with respect to the local situation, its relative effectiveness and the results obtained. Their examples are taken from the bilingual programs for Navajos and Micronesians and the St. Lambert experiment in Montreal.

267. Stern, H.H. Foreign language learning and the new view of first-language acquisition. Child Study 30:25-36 Wtr'68-69.

268. Stern, H.H. Foreign Languages in Primary Education. Hamburg: Unesco Institute for Education, 1963. 103 p. (International studies in education) [Also published in French]

This report on an international conference of experts in the teaching of a second language to young children contains an ample theoretical section (covering historical, social, political, economic, pedagogical, psychological, linguistic and neurological matters) and a series of examples taken from around the world.

*269. Stern, H.H. French immersion in Canada: achievements and directions. Canadian Modern Language Review 34, no.5:836-54 May'78. EJ 184 984.

A review of the history of French immersion programs since their inception 15 years ago. The following topics are also addressed: a review of the findings of immersion research, new directions with regard to other forms of language teaching, quality of second language development, future research and teacher training.

270. Stern, H.H., ed. Languages and the Young School Child. With a research guide by J.B. Carroll. London: Oxford University Press, 1969. 270 p.

The report of the International Meeting of Representatives of Institutions and Experimental Schools Concerned with Second Language Teaching in Primary Education Research and Development which was held in Hamburg in 1966 is presented.

*271. Stern, H.H. Optimal age: myth or reality? Canadian Modern Language Review 32, no.3:283-294 Feb'76. EJ 138 211.

This article discusses the question of the optimal age for second language learning by providing some background and by comparing relevant British and Canadian language teaching programs.

*272. Stern, H.H. Perspectives on Second Language Teaching. Toronto: Ontario Institute for Studies in Education, 1970. 66 p.

A compilation of papers presented on various aspects of second language learning.

*273. Stern, H.H. Psycholinguistics and second-language teaching. English Quarterly 2:14-24 Je'69.

The author discusses the modern theories of language acquisition, different models of language use and the relationship between language, meaning, thought, emotion and culture. He concludes that knowledge of psycholinguistic theories can be of practical value to second language teachers.

*274. Stern, H.H. Second language teaching/learning strategies. Alberta Modern Language Journal 17, no.1:38-50 Fall'78.

This article concentrates on two sets of teaching strategies -- formal and functional. The functional strategy can be defined as learning in context much the same way as a child at home. Immersion programs are the prime example of functional learning. The principal formal techniques are those of study and practice with the assistance of books, audiovisual techniques, rules etc. The author feels that the functional strategies are to be favored. The emphasis on communication makes the learning of a second language a more relevant experience.

**275. Stevick, Earl W. Alienation as a Factor in the Learning of Foreign Languages. Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Washington, 1975. 6 p. Available ERIC. ED 113 979.

A student's self-image is his most precious possession. Yet this image is constantly threatened in a language class (or anywhere else). Some threats come from the foreignness of the language, others from the power imbalance between student and teacher, others from the student's failure to live up to what he expects of himself. All of these threats produce various kinds of defensive behavior, which interfere with the quality as well as with the quantity of learning. Teachers should try to run their courses in ways which will reduce these threats.

276. Stevick, Earl W. Memory, Meaning and Method: Some Psychological Perspectives on Language Learning. Rowley, Mass: Newbury House Publ., 1976. 177 p. ED 146 802. Not available ERIC.

This book discusses the teaching and learning of a second language in terms of a total human experience and not just an oral-aural or cognitive one. Part one, "Memory", examines some of the research that has been done on memory. Part two, "Meaning", explores this dimension as it applies to the foreign language classroom. Part three, "Method", examines implications for language teaching methods.

*277. Swain, Merrill. French immersion: early, late or partial? Canadian Modern Language Review 34, no.3:577-85 Feb'78. EJ 183 541.

A discussion of three possible formats of a bilingual education program: early total immersion, early partial immersion and late partial immersion. A French cloze test was used to evaluate the lead group of students in each program. A tentative conclusion is drawn in favor of the early total immersion program.

**278. Swain, Merrill and Barbara Burnaby. Personality Characteristics and Second Language Learning in Young Children: A Pilot Study. Working Papers on Bilingualism, no.11. Toronto: Ontario Institute for Studies in Education, 1976. 15 p. Available ERIC. ED 129 078.

This study explores: (1) on the theoretical level, the relationship of certain personality characteristics to second language learning among young children; and (2) on the practical level, if the bases parents use for deciding whether to enroll their child in a second language program are well-founded. The results indicate that two personality characteristics dominated the significant correlations for the French immersion group. The English program data showed a similar pattern but with fewer significant correlations. A t-test indicated that the immersion children were rated significantly higher than the other group on three personality characteristics. Only one of these, however, correlated highly with French achievement and another appeared to have some negative effects.

*279. Swain, Merrill, and others. English-speaking child + early French immersion = bilingual child? and comments of guest analysts. Canadian Modern Language Review 33, no.2:180-192 Nov'76. EJ 150 328.

Research is presented in support of the theory that early French immersion of English-speaking children leads to bilingualism. The evidence

is limited to children through the end of grade four. Comments and criticisms are made by three guest analysts.

280. Taillon, L. Diversité des langues et bilinguisme. Montréal: Editions de l'Atelier, 1967. 166 p.

Ce livre à caractère militant est l'oeuvre d'un enseignant qui a été chef du Département de linguistique et de langues vivantes à l'Université de Moncton (Nouveau-Brunswick). Il s'agit d'une mise en garde contre le bilinguisme dans les premières années d'études, comme il se fait dans les écoles canadiennes-françaises en général et chez les Acadiens en particulier. Le prestige de l'anglais est tel qu'il faut se garder de l'apprendre trop tôt de crainte de patauger dans du 'franglais'.

*281. Taylor, Insup. Acquiring vs. learning a second language. Canadian Modern Language Review 34, no.3:455-72 Feb'78. EJ 183 534.

A description of language acquisition and second language learning by adults in terms of method and achievement. Some socio-psychological and neurophysiological reasons for the possible differences between children and adults are briefly discussed. There is a sizable bibliography.

**282. Thonis, Eleanor. The Dual Language Process in Young Children. Quebec: Laval University, International Center on Bilingualism, 1971. 15 p. Available ERIC. ED 061 812.

Problems attributed to dual language learning in early childhood have been exaggerated and may be the result of a failure to control significant research variables. The relationship between a child's acquisition of a language and his ability to think must be better understood for closer investigation of the effects of dual language learning. Several conditions which appear to be conducive to promoting dual language acquisition are discussed.

*283. Trites, R.L., and M.A. Price. Assessment of Readiness for Primary French Immersion. Toronto: Ontario Ministry of Education, 1978. 187 p.

Two years of study reported in Learning Disabilities Found in Association with French Immersion Programming indicated that children who encounter difficulty in primary French immersion programs may have a specific learning disability characterized by a maturational lag in the temporal lobe regions of the brain. This study reports on the first phase of a three-year follow-up investigation undertaken to identify a set of variables predictive of success or failure in primary French immersion programs.

*284. Trites, Ronald. Learning disabilities in immersion. Canadian Modern Language Review 34, no.5:888-9 May'78. EJ 184 987.

Two questions are addressed: (1) should immersion programs be offered to all children, and (2) should the child who is experiencing difficulties in immersion be switched to the regular English program? It is felt that there is no definite answer to the first question at present and that the answer to the second is "yes".

*285. Trites, R.L., and M.A. Price. Learning Disabilities Found in Association with French Immersion Programming: A Cross Validation. Toronto: University of Ottawa Press for the Ministry of Education, Ontario, 1977. 170 p.

The findings of this report support the conclusion that some children of above average potential and normal abilities to progress in their native language experience difficulty or fail in a primary immersion program in a second language as a result of a mild specific maturational lag.

*286. Trites, R.L., and others. Children with learning difficulties in primary French immersion and comments of guest analysts. Canadian Modern Language Review 33, no.2:193-215 Nov'76. EJ 150 329.

A report is made of an investigation regarding the type of learning disabilities found in children who fail or do poorly in primary French immersion programs. Comments and criticisms are made by three guest analysts.

*287. Tucker, G. Richard. Affective, cognitive and social factors in second language acquisition. Canadian Modern Language Review 32, no.3:214-226 Feb'76.

288. Walsh, Terrence, and Karl Diller. Neurolinguistic foundations to methods of teaching a second language. International Review of Applied Linguistics in Language Teaching 16, no.1:1-14 Feb'78. EJ 179 314.

A study of the functional aspects of Wernicke's and Broca's areas of the cerebral cortex and their relationship to second language learning and ability. Some implications are drawn regarding second language teaching and methodology. There seems to be a relationship between methodology and the neurological mechanism used by students.

**289. Wilson, Robert D. Curricular Implications of the Relationships Between Language and Thought. Paper given to the 4th Annual TESOL Convention, San Francisco, 1970. 12 p. Available ERIC. ED 038 639.

Less-than-half, half-day and more-than-half day bilingual education programs are discussed. Based on assumptions by researchers Skinner and MacNamara concerning language interference and conceptual development, the half-day program is considered to be the most feasible and promising. It adopts the approach that the concepts developed in one language will more likely be transferred into a second language if the transfer is done as soon as possible -- especially within the same day.

**290. Yeni-Komshian, Grace H. and Wallace E. Lambert. Concurrent and Consecutive Modes of Learning Two Vocabularies. Baltimore: Johns Hopkins Univ., Neurocommunications Lab., 1968. 34 p. Available ERIC. ED 030 857.

Various manners of presenting two vocabularies were compared in terms of rate of learning and amount of immediate and delayed retention. Four concurrent and two consecutive conditions were used, each comprising two sets of symbols (nonsense syllables distinguished by a color cue) associated with a common set of referents (nonsense forms). Twenty subjects (tenth-grade students, well above average academically, from an English high school in Montreal) were used in each of the six learning conditions. The most effective condition was a concurrent procedure which presented contrasting items in sequences of glosses in such a way that the subjects were alerted to the cue which differentiated the vocabularies. The subjects in this group were intermediate in rate of learning, but superior in immediate and delayed retention.

291. Zan Parreren, C.F. The psychological aspects of the early teaching of modern languages. International Review of Applied Linguistics in Language Teaching 14, no.2:135-142 My'76. EJ 144 842.

Argues against the teaching of foreign languages to children under the age of ten, basing conclusions on empirical and theoritical evidence.

5. Programs of Instruction

292. Alberta. Department of Education. Bilingual Education: The Alberta Experience -- A Hand-Book for Administrators and Teachers in Schools Offering Instruction Under Section 150, Alberta School Act, 1970. Edmonton: Alberta Department of Education, 1973. 21 p.

*293. Andersson, T. Bilingual education: the American experience in Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: OISE, 1972. p. 55-72.

An historical review of bilingual education in the U.S. from 1840 to the present. Special discussion of the provisions of the 1967 Bilingual Education Act and descriptions and assessments of existing programs.

294. Barik, Henri C. French immersion program, grades K-2. Reporting Classroom Research 4:2-3 Nov-Dec'75.

295. Barik, Henri C., and Merrill Swain. A Canadian experiment in bilingual education: the Peel Study. Foreign Language Annals 9, no.5:465-479 Oct'76. EJ 146 703.

An evaluation of a bilingual program for native English speakers in Ontario that involves the use of French as the medium of instruction for 70 percent of the curriculum in grade 8 and 40 percent in grade 9.

296. Barik, Henri C., and Merrill Swain. English-French biligual education in the early grades: the Elgin Study. Modern Language Journal 58, no. 8:392-403 Dec'74. EJ 111 120.

Presents findings of an evaluation of an English-French bilingual education program using partial instruction in the second language in St. Thomas, Ontario. The evaluation covers grades 1-3. The program operates in a unilingual English environment.

297. Barik, Henri C., and Merrill Swain. English-French bilingual education in the early grades: the Elgin Study through grade 4. Modern Language Journal 60, no.1-2:3-17 Jan-Feb'76. EJ 132 672.

This paper presents the results of an evaluation of a bilingual education program for English-speaking pupils, grades 1-4, in Ontario. It is a partial French immersion program, with instruction in French or English half of each day. Evaluative tests are described, and English and French language skills examined.

*298. Barik, Henri C., and Merrill Swain. Primary grade French immersion in a unilingual English-Canadian setting: the Toronto Study through grade 2. Canadian Journal of Education 1, no.1:39-58 '76.

The evaluation of the Toronto French immersion program suggests that a total French immersion formula at the early grade levels can achieve

results in a unilingual English setting comparable to those obtained in a bilingual environment. Detailed description of tests administered and analysis of results are included.

*299. Barik, Henri C., and Merrill Swain. Three-year evaluation of a large scale early grade French immersion program: the Ottawa Study. Language Learning 25, no.1:1-30 Je'75. EJ 131 043.

The school performance of pupils in grades K-2 of the French immersion program in operation in Ottawa public schools is evaluated in comparison with that of pupils in the regular English program.

*300. Barik, Henri C., and Merrill Swain. Update on French immersion: the Toronto Study through grade 3. Canadian Journal of Education 1, no. 4:33-42 '76.

The results of this evaluation reinforce those from the previous study. (See number 298)

*301. Barik, Henri C., and others. English-French bilingual education: the Elgin Study through grade 5. Canadian Modern Language Review 33, no. 4:459-475 Mar'77. EJ 162 501.

Presents the results of the 1974-75 evaluation of the bilingual education program initiated in 1970 by the Elgin County Board of Education in St. Thomas, Ontario. The study covers grades 2 to 5 and is a follow-up to previous evaluations.

*302. Baxter, J.E. French Immersion Centre. Toronto: North York Board of Education, Special Committee on Alternative Sources of Funding, 1978. 4 p.

Description of a proposed isolated French residential environment to be located a short travel distance from Toronto. The Center would be established to provide an opportunity for intensive French language instruction for English speaking students and vocabulary enrichment for French immersion students. In addition, the centre could provide an opportunity for outdoor education in a French language environment for students attending Francophone schools and might be useful for training teachers who need to upgrade their fluency in French.

*303. Bennett, S.N. "Primary French in the balance". British Journal of Educational Psychology 45, pt.3:337-40 Nov'75. EJ 133 918.

Article focussed on the report of a 10-year evaluation study of the experimental introduction of French into the primary school curriculum.

*304. Billy, Lise. The New Approach for the Teaching of Second Languages at the Mille Iles School Board. (Paper). 1978. 9 p.

Explanation of an experiment second language program based on the intensive oral teaching of French to Anglophone children at kindergarten level and at age 11. In this program language was the only subject

of study for 5 consecutive months. This method was found to be more successful than the traditional immersion method for both groups. The 11-year-old children, after 3½ months of intensive learning, had a better grasp of the language than 6-year-olds who had spent 1½ years in immersion and performed as well as 6-year-olds who had spent 5 months in the intensive program.

*305. Billy, Lise. Une nouvelle approche dans l'enseignement des langues secondes. Communication prononcée au 5e Congrès International de Linguistiques Appliquées, Montréal, 22 août, 1978. 17 p.

Exposé d'une expérience tentée dans l'enseignement d'une langue seconde au moyen d'un programme oral intensif de 5 mois, sans aucune matière scolaire. Les résultats portent à croire que cette approche serait supérieure à l'immersion.

*306. Blackburn, John M. A French immersion course at the senior high school level: panacea or illusion? Orbit 23, v.5, no. 3:7-9 Je'74. EJ 100 253.

Description of a French immersion program at the School of Experimental Education, an alternative school integrated with the Board of Education for Etobicoke. After 2 weeks of intensive immersion in Toronto, the group moved to a small Quebec town for 2 weeks where they would be completely removed from English. Author suggests that this program introduced in grade 11 and repeated in 3 successive grades would result in a reasonable level of fluency in the target language.

307. Bruck, Margaret, and others. Bilingual schooling through the elementary grades: the St. Lambert Project at grade 7. Language Learning 24, no.2:183-204 Dec'74. EJ 116 073.

In this longitudinal study in which a second language was used as the sole or major medium of instruction, the experimental group performed as well as, or better than the control groups with respect to language skills, academic skills and cognitive development. Pupils could also communicate effectively in their second language.

308. Bruck, Margaret, and others. Alternative forms of immersion for second language teaching. NABE: The Journal of the National Association for Bilingual Education 1, no.3:33-48 My'77. EJ 174 153.

Two grade 7 groups were tested to compare their relative proficiency on numerous French and English language achievement tests. One group had followed the early immersion option through grade 6 and then a traditional English curriculum (with a French maintenance class); the other group had followed a traditional English curriculum (with a strong FSL component) through grade 6 and then a one-year intensive French immersion program.

309. Buckby, Michael. Is primary French really in the balance? Audio-Visual Language Learning 14, no. 1:15-21 Spr'76; Modern Language Journal 50, no.7:340-46 Nov'76; and Flan 17, no.1:2-11 Jan'76.

This article is a criticism of the NFER Report, which evaluated primary school French in England. The following items are discussed: factors not considered in the report, whether the conclusions were justified by the evidence, the validity of the tests, and whether the report really evaluated primary school French.

*310. Buckby, Michael. Teaching French from 8-14: modern languages in the middle school years (in Great Britain). Elan 18, no.5:10-15 My-Je'77.

Notes on establishing successful French as a second language program.

*311. Burstall, Clare. French in the primary school: the British experiment. Canadian Modern Language Review 31, no.5:388-402 My'75. EJ 120 984.

A national experiment in foreign-language teaching carried out in selected primary schools in England and Wales is discussed. The experiment was begun in 1964 with the introduction of French. The results of the 1964-74 evaluation are discussed here.

312. Burstall, Clare. Primary French. Times Educational Supplement (London) no.3066:57 Mar 1'74. EJ 095 596.

Described an educational experiment in which primary school students continued their language education in a secondary school.

*313. Burstall, Clare. Primary French in the Balance. Windsor, Berks.: National Foundation for Educational Research in England and Wales, 1974. 304 p.

This report represents the findings of a ten-year longitudinal study of the pilot scheme for the teaching of French in primary schools in England and Wales which was initiated in 1963. The major purpose of this scheme was to discover whether it would be feasible and educationally desirable to extend the teaching of a foreign language to pupils who represented a wider range of age and ability than those to whom foreign languages had traditionally been taught.

*314. Burstall, Clare. Primary French in the balance. Educational Research 17, no.3:193-98 Je'75. EJ 127 063.

This article attempted to discover whether it would be both feasible and educationally desirable to extend the teaching of a foreign language to pupils who presented a wider range of age and ability than those to whom foreign languages had traditionally been taught.

*315. Butrym, Liette. Programme d'enseignement par immersion partielle 4e, 5e et 6e années. Canadian Modern Language Review 34, no.5:901-2 May'78. EJ 184 991.

L'auteur donne un aperçu des objectifs généraux du programme, des activités d'apprentissage employées et de la répartition du temps.

Elle décrit brièvement les cinq sortes d'activités d'apprentissage utilisées dans le programme et fournit la source de renseignements supplémentaires.

*316. Chlebek, Agnes, and Helen Coltrinari. Summer immersion programs abroad. Canadian Modern Language Review 33, no.3:348-353 Jan'77. EJ 153 757.

Details of arrangements, staff and program of two high school summer immersion French courses in Switzerland and France are presented. Students in the program showed a remarkable increase in comprehension, vocabulary, and confidence in speaking French. Attitudes were positive. Students became more responsible and mature. Suggestions are made for improvements.

*317. La Commission scolaire des Mille-Iles. L'immersion, est-elle le seul moyen d'apprendre une langue seconde? Laval: la Commission, 1978. 10 p.

Compte rendu d'expériences auxquelles se livre la Commission afin de déterminer la combinaison la plus favorable de deux importants éléments dans l'apprentissage d'une langue seconde, soit l'âge d'initiation et la durée de l'enseignement. L'auteur croit que les élèves de 10 ou 11 ans peuvent acquérir une deuxième langue en beaucoup moins de temps et aussi bien qu'un enfant de 5 ou 6 ans.

*318. Côté, Gérald. L'apprentissage de la langue seconde "Hors des sentiers battus" (Allocution du président de la Commission scolaire des Mille-Iles, Laval, 6 février, 1978) 7 p.

Les expériences tentées par la Commission ont démontré que les élèves qui avaient assisté à des cours intensifs de langue seconde de 300 à 500 heures à l'âge de 11 ans possédaient aussi bien la langue que leurs camarades d'école qui avaient participé à 5,000 heures d'immersion totale à partir d'un très jeune âge.

**319. Crawford, Patricia. An Evaluation of the French Immersion Program, Kindergarten -- Grade Two. Willowdale: North York Board of Education, 1976. 49 p. Available ERIC. ED 139 270.

This paper presents the results of the evaluation of the North York French immersion program at kindergarten, grade 1 and grade 2. The evaluation included the pupils enrolled in the first class established at each grade level, and focussed on the following four questions: (1) Are pupils developing competence in the French language; (2) Is the development of reading and arithmetic skills comparable to that of pupils in an English-only program; (3) Are pupils developing a positive self-image; and (4) Has the development of intellectual and cognitive abilities been hindered as a result of instruction in a second language.

*320. Cruchley, Diane. Special Report of the French Advisory Committee to the Department of Education on the Status of Elementary French Programs in British Columbia, 1974-75. Victoria: BC Department of Education. French Advisory Committee, 1975. 22+ pages.

This study examines the extent of elementary French instruction, the reasons for not providing elementary instruction if it is unavailable, the type of program, the qualifications of teachers, the methods of selecting teachers, the class size, the length of classes and elementary-secondary coordination.

321. Cziko, Gary A., and others. A Comparison of Three Elementary School Alternatives for Learning French: Children at Grades Five and Six. 1977. 52 p. Available ERIC. ED 150 885.

This is the third and final evaluation of three French-language educational programs presently being offered to English-speaking children enrolled in the elementary schools of the South Shore Protestant Regional School Board in Quebec. The three programs under study are: (1) a French-as-a-second-language (FSL) alternative, taught for one period each day in an otherwise conventional English program where English is used as the sole language of instruction; (2) a grade 4 French immersion program in which a pupil follows the traditional English curriculum from kindergarten to grade 3, but as of grade 4 is introduced to French as the sole language of instruction for the year; and (3) an early bilingual program where French is used as the sole language of instruction from kindergarten through grade 2 and with both English and French used as separate languages of instruction for different school subjects from grades 3 through 6.

322. Cziko, Gary A., and others. Early and Late French Immersion: A Comparison of Children at Grade 7. 1977. 54 p. Available ERIC. ED 153 461.

This report describes an evaluation of the effects of the early and grade 7 immersion programs on the English and French language skills of students at the end of grade 7 in Montreal. Results show that: (1) immersion programs are not detrimental to the development of English language skills or to academic achievement of children in such programs; (2) early immersion has a greater impact on the development of French language skills than does seventh grade immersion, but the latter fosters the development of speaking skills; (3) at the end of the seventh grade, neither the early nor grade 7 immersion programs appear to have had any ameliorative effect on the attitudes of English Canadian students towards French Canadians and European French people; and (4) immersion students use French more outside of the classroom than do control students.

323. d'Anglejan, Allison, and G. Richard Tucker. Academic report; the St-Lambert program of home-school language switch. Modern Language Journal 55, no.2:99-101 Feb'71. EJ 031 304.

324. Doe, Bob. What about the after eights? Times Educational Supplement (London) no.3170:23 Mar 5'76. EJ 140 637

Author looked at the local authority reaction to the National Foundation for Educational Research Report, Primary French in the Balance, and at the continuing debate between the NFER and its critics.

*325. Edwards, Henry P., and F. Smyth. Alternatives to early immersion programs for the acquisition of French as a second language. Canadian Modern Language Review 32, no.5:524-533 My'76. EJ 143 029.

Canadian alternatives to early immersion programs for acquisition of French as a second language are discussed in the context of feasibility and known or potential value. The concept of a bicultural school is discussed.

*326. Edwards, Henry P., and F. Smyth. Evaluation of Second Language Programs and Some Alternatives for Teaching French as a Second Language. Toronto: Ontario Institute for Studies in Education for the Ontario Ministry of Education, 1976. 387 p.

Part I is an evaluation of federally-funded extensions of second language (French) programs for the Ottawa Roman Catholic Separate School Board -- annual reports for the years 1973-74 and 1974-75. Part II presents the results of a study investigating the effects of two French programs -- 30 min/day and 60 min. on alternate days -- on English-speaking students in grades 5-8.

*327. Edwards, Henry P., and M.C. Casserly. Research and Evaluation of Second Language (French) Programs. Toronto: Ontario Institute for Studies in Education for the Ontario Ministry of Education, 1976. 418 p.

An evaluation of federally-funded extensions of second language (French) programs for the Ottawa Roman Catholic Separate School Board -- annual reports for the years 1971-72 and 1972-73.

*328. Edwards, Henry P., and others. Evaluation of the French Immersion Program offered by the Ottawa Roman Catholic Separate School Board and comments of guest analysts. Canadian Modern Language Review 33, no.2:137-150 Nov'76. EJ 150 321.

A comparison was made of an early French immersion program and an English language elementary program. Major trends resulting from the comparison are summarized. Comments and criticisms are made by three guest analysts.

*329. Exchange programs in Canada. Canadian Parents for French 3:1-5 April'78.

An up-to-date listing and description of exchange programs. Costs, requirements, contacts and other relevant information included.

*330. French immersion programs in Canada. Canadian Modern Language Review 32, no.5:597-605 My'76. EJ 143 030.

A listing of French immersion programs in Canada is given, including city and school board, date started, grades involved and projected to be involved, and a program description.

*331. Fox, M.R. L'immersion en langue française dans des écoles anglophones du Québec. Bulletin de l'ACELF 2:1-2 av'73.

Une analyse des programmes d'immersion en français au niveau primaire et dans la 7^{e} année.

332. Gaarder, E.-B. Organization of the bilingual school. Journal of Social Issues 23, no.2:110-20 Apr'67.

By a bilingual school, the author means one in which, apart from language courses as such, pupils receive instruction in two different languages.

However, this precise definition still leaves room for eight different types of bilingual schools. The advantages and disadvantages of each type are briefly analysed.

333. Gamble, Cynthia J., and Alan Smalley. 'Primary French in the Balance': were the scales accurate? Modern Languages 56, no.2:94-97 Je'75. EJ 122 692.

Discusses weaknesses in the Burstall Report's evaluation of a pilot experiment in elementary to secondary French instruction.

*334. Game, A., and others. Second-language programs in the Ottawa Roman Catholic Separate School Board. Canadian Modern Language Review 31, no.3:252-256 Jan'75. EJ 112 688.

335. Genesee, Fred. A Comparative Evaluation of the Early Immersion, Grade 7 Immersion and F.S.L. Programs at the Grade 7 Level: A Follow-up Evaluation. Montreal: Instructional Services Department, The Protestant School Board of Montreal, 1976.

*336. Genesee, Fred. A longitudinal evaluation of an early immersion school program. Canadian Journal of Education 3, no.4:31-50 1978.

337. Genesee, Fred, and M.A. Leblanc. A Comparative Evaluation of Three Alternative French Immersion Programs: Grades 7 and 8. Montreal: Instructional Services Department, The Protestant School Board of Greater Montreal, 1978.

*338. Genesee, Fred, and others. An experiment in trilingual education. Canadian Modern Language Review 32, no.2:115-128 Jan'76. EJ 136 228.

Presents the findings of an evaluation of a double immersion program in Hebrew and French undertaken by two English-speaking Hebrew day schools.

*339. Genesee, Fred, and others. An experimental French immersion program at the secondary school level, 1969 to 1974. Canadian Modern Language Review 33, no.3:318-332 Jan'77. EJ 153 760.

A secondary school French immersion program in Montreal is discussed. A research and testing program to evaluate student performance is described. Results show a significant increase in French skills over regular language programs, no decrease in English skills, and no decrease in general academic achievement.

*340. Giles, W.H. Toronto French School in Swain, Merrill, ed. Bilingual Schooling: Some Experiences in Canada and the United States. Toronto: OISE, 1972. p. 30-32.

A discusssion of the difficulties involved in instituting successful French immersion programs in a totally English environment.

341. Gleason, Thomas P., and Fred C. Rankine. Reviving a Culture: Kindergarten and French Immersion. Paper presented at the annual meeting of the American Educational Research Association, April 1977. 23 p. Available ERIC. ED 139 277.

An experimental bilingual bicultural French language program for kindergarten students in a former French-speaking area of Western Newfoundland was initiated in an integrated primary school in September 1975. The experimental class of thirty students was taught entirely in French while the control group received twenty minutes of French per day during the year. Research controls and continuous evaluation were provided by a joint school district and university team. Intra-school district class comparisons of achievement indicated minor lags in cognitive skills for the experimental group. Evaluation results were positive and the program will be continued and expanded next year.

*342. Halpern, Gerald, and others. Alternative Programs for French Language Learning. Toronto: Ontario Institute for Studies in Education for the Ontario Ministry of Education, 1976.

The federally-funded extensions of the second language learning programs in the schools of the Carleton and Ottawa Boards of Education are evaluated. The research included a comparison of the effectiveness and costs of different kinds of French language programs. Effectiveness focussed on student achievement in terms of the stated goals of the program. Both dollar costs and social costs were considered. A few of the findings were that (1) given adequate teaching and learning conditions, 40 minutes of basic French per day results in more learning than does 20 minutes per day; (2) smaller classes at the high school level did not produce either more learning or different teaching styles as compared with larger classes; (3) financial costs of programs were largely a function of class size, teacher planning and preparation time and the school support system -- not program content.

*343. Halpern, Gerald, and others. The French project. Canadian Modern Language Review 31, no.3:242-245 Jan'75. EJ 112 690.

Provides a brief description of the experimental French programs offered by the Ottawa and Carleton Boards of Education and outlines the research and evaluation which is now in progress.

*344. Hildebrand, John. The Fredericton plan and how it started. Education Canada 14, no.2:39-43 Je'74. EJ 101 900.

The author describes how a New Brunswick school board set up an early French immersion program.

*345. Hildebrand, John, French immersion pilot program in Fredericton. Canadian Modern Language Review 31, no.2:181-191 Nov'74. EJ 109 478.

Describes and evaluates French immersion programs in New Brunswick, covering grades 1-12.

*346. Isabelle, Elaine (ed.). What's What for Children Learning French. Ottawa: Citizens' Committee on Children, 1976. 90 p.

A guide to the second language learning programs (French) in the Ottawa-Hull area for parents and teachers with similar concerns across Canada. Articles written by well-known professionals in second language learning as well as parents with a particular interest or expertise in this area discuss background research, particular programs available, books and records available, etc.

*347. Johnson, Raymonde. Immersion: une perspective. Canadian Modern Language Review 34, no.5: 903 May'78. EJ 184 992.

Une description sommaire d'un programme d'immersion d'un an entre le niveau primaire et le niveau secondaire dans le district scolaire Châteauguay (Québec). Y sont décrits la matière, les objectifs, les problèmes et les résultats du programme, ainsi qu'une entente quant au suivi du programme.

348. Jones, J., and others. The Evaluation of the Bilingual (English-French) Program. Edmonton: Edmonton Public School Board Staff Study, 1977. Unpublished. 50 p.

The purpose of the project was to evaluate the relative success of the bilingual (English-French) program in grades 1 and 2 in five schools. Student achievement in mathematics, English and French, attitudes of parents and program personnel toward the program, and the students' level of cognitive development were assessed.

*349. Kaufman, David and Stan Shapson. Preview of secondary and post secondary French immersion: issues and research. Canadian Modern Language Review 34, no.3:604-20 Feb'78. EJ 183 543.

A description of three immersion programs: the Coquitlam late immersion study, a summer late immersion program for secondary school students and the summer language bursary program for university students. The objectives, methodology, data and procedures for each study are described. The summer programs are yet to be evaluated.

*350. Keiser, W.E. A French experiment in Middlesex County. Canadian Modern Language Review 32, no.4:401-406 Mr'76. EJ 141 426.

This report examines a five-year pilot French program begun in 1970 with 34 grade eight public school students. The pedagogical approach used was the "conscious-active" method.

351. Kunkle, John F., ed. Bilingual Education and FLES: Keeping the Child in Focus. A Report by the 1974 FLES and Bilingual Education Section of the American Association of Teachers of French. New York: MLA Publications Center, 1975. 78 p. Available ERIC. ED 135 219.

Some of the articles in this volume deal with French as a second language programs in Louisiana.

352. Kunkle, John F. Conclusions from the British FLES experiment. Foreign Language Annuals 10, no.3:253-260 My'77. EJ 160 616.

This article questions the validity of many conclusions of the ten-year experiment with teaching French in primary schools in England and Wales in the report Primary French in the Balance.

*353. Lambert, Wallace. A Canadian experiment in the development of bilingual competence. Canadian Modern Language Review 31, no.2:108-116 No '74. EJ 109 479.

Describes the response of one Canadian community and its local school board to the challenge of producing functionally bilingual children within the context of the public school curriculum, grades K through 7.

354. Lambert, Wallace, and G. Tucker. Bilingual Education of Children: The St. Lambert Experiment. Rowley, MA: Newbury House, 1972. 248 p.

The authors describe an experiment with bilingual education which they followed step by step in a Montreal school for English-speaking children whose parents were strongly motivated in favour of a good knowledge of French. The results with regard to their mastery of English and French equalled or excelled those of unilingual Montreal children.

*355. Lambert, Wallace, and others. Cognitive and attitudinal consequences of bilingual schooling: the St. Lambert Project through grade 5. Journal of Educational Psychology 65, no.2:141-59 Oct'73. EJ 088 734.

The fifth progress report on a community-based educational experiment that was designed to develop a high level of bilingual competence by having English-speaking children in elementary school use French as a medium of instruction is presented.

*356. Lobelle, J. Types of bilingual education in Swain, Merrill, ed. Bilingual Schooling: Some Experiences in Canada and the United States. Toronto: OISE, 1972. p. 11-14.

The determination of the type of bilingual education to be introduced in any given locale will depend greatly on the sociocultural elements at work in the area. The author stresses the importance of studying the relationships of the languages involved before adopting a bilingual curriculum which may have been successful elsewhere, but is not tailored to meet the specific situation. Many international examples are given.

*357. Lamoureux, Phil, and James Jones. Cooperation for bilingualism in education: the Federal-Provincial program. Alberta Modern Language Journal 15, no.3:23-31 Spr'77.

The intent of this document is to provide information about the facets of this program that impinge on the area of basic education, that is, from Early Childhood Services to the end of the 12th grade. Improvements in French language programs in the province of Alberta are described.

358. Mackey, William F., and Beebe Von Nieda. Bilingual Schools for a Bicultural Community. Rowley: Newbury House, 1977. 223 p.

*359. McGillivray, W.R., and others. Panel of school board officials and coordinators of second language departments. Canadian Modern Language Review 33, no.2:262-281 Nov'76. EJ 150 325.

Experimental language programs in Ottawa and Carleton schools investigating alternatives for teaching French as a second language were the subject of a research colloquium in April 1976. Comments on the programs are given by a panel of school board officials and coordinators of second language departments.

*360. Malboeuf, Roger. Vue d'ensemble du programme d'enseignement par immersion partielle (français, langue seconde) au Conseil scolaire Lakeshore. Canadian Modern Language Review 34, no.5:898-900 May'78. EJ 184 990.

Une vue d'ensemble du programme de la 4e à la 6e année. Y sont traités les objectifs, notamment ceux reliés au développement affectif et psycho-moteur et à la communication, le rôle de l'ensiegnant, la

répartition du temps et les matières enseignées en anglais. On y expose les raisons de ce genre d'organisation du programme.

*361. McInnis, C.E., and E.E. Donoghue. Research and Evaluation of Second Language Programs. Toronto: Ontario Institute for Studies in Education for the Ontario Ministry of Education, 1976. 420 p.

This project was established to evaluate the following four experimental French programs in the Carleton Roman Catholic School Board: (1) Intensive French (gr. 1&2, 90 min/day); (2) Experimental Immersion (gr. 1&2); (3) Enriched French (gr. 3-8, 40 min/day); (4) Short-term immersion (Franco-bus). This evaluation includes language proficiency, linguistic development, academic achievement, social maturity, attitude and intelligence of the children enrolled in these programs.

*362. McInnis, C.E., and others. Three studies of experimental French programs and comments of guest analysts. Canadian Modern Language Review 33, no.2:151-161 Nov'76. EJ 150 326.

Findings and conclusions of three studies are reported: (1) comparison of two variations of a French core program, (2) an enrichment program attempting to change attitudes, and (3) a comparison between an immersion program and an intensive program. Three guest analysts comment and criticize.

*363. McVie, W.D. An experiment with grade 8 French immersion, Peel County in Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: OISE,1972. p. 33-5.

After examining various immersion programs now in process, Peel County decided the only feasible program in their situation was the later immersion alternative, despite the fact that many students would not be in a position to participate and those that did could not be expected to obtain accent-free French.

364. Morrison, F.C. Evaluation of an Experimental Intensive French Program for Grade 8 Students (paper to CADE-CAFE-CAPE-CCRE-CERA-CIESC joint conference, Montreal, 1972). Ottawa: Ottawa Board of Education, 1972. 25 p.

*365. Nemni, Monique. Le collége bilingue dans Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: Ontario Institute for Studies in Education, 1972. p.36-40.

Une description du programme offert à Glendon College, un des collèges de York University à Toronto. Le collège tente de former des étudiants pouvant suivre des cours français dans les matières de leur choix. Une traduction anglaise accompagne l'article.

*366. North York Board of Education. Educational Program Committee. French as a Second Language Programs. Toronto: North York Board of Education, 1979. 82 p.

A description and analysis of three types of French programs operating within the Board: core programs, immersion programs and extended

French and late immersion programs. Recommendations for future programs, financial implications and other program priorities are also considered.

*367. Obadia, André. Le centre culturel de français intensif, Ottawa dans Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: Ontario Institute for Studies in Education, 1972. p.45-50.

Le Centre culturel de français intensif a été conçu pour aider à répondre aux besoins des étudiants du niveau secondaire qui n'ont pas pu profiter à un plus jeune âge de cours d'immersion en français maintenant offerts à Ottawa. Bien doté en personnel et en matériel, le centre dispense des cours intensifs de deux semaines qui aident à renforcer la confiance des étudiants qui s'expriment difficilement en français. Une traduction anglaise accompagne l'article.

*368. Pariseau, Cecile. Expérience dans une classe d'immersion française aux Milles-Iles. Canadian Modern Language Review 34, no.5:904-5 May'78. EJ 184 993.

Une description d'un programme d'immersion à l'intention des enfants anglophones de six ans modelé sur "les classes d'accueil" pour les enfants immigrants. L'article donne un aperçu du programme d'instruction intensive en français oral et écrit. Le district scolaire a trouvé ce genre d'immersion supérieur à la méthode habituelle.

*369. Parker, Douglas V. An Assessment of the Program in French as a Second Language. Edmonton: Univ. of Alberta, Faculty of Education for the Alberta Department of Education, 1976. var. paging. (Short title: The Alberta Modern Language Study).

In the face of dwindling enrolments in French courses in Alberta, this study was set up to determine: (1) the attitudes and expectations of the broad community with respect to the French program; (2) the attitude and motivation of students enrolled in the program; (3) the attitude of dropouts from, and non-participants in the program; (4) the linguistic performance of students enrolled in the French program at the end of Grades 6, 9 and 11, (5) the attitude, motivation and preparation of teachers involved in the program.

*370. Parker, Douglas V. British elementary schools and the study of French: an evaluation of the Nuffield Report. Alberta Modern Language Journal 15, no.1:6-21 Fall'76.

The author evaluates the Nuffield Project, a pilot project in French instruction carried out in selected primary schools in England and Wales in the 1964-65 academic year. Researchers investigated whether (1) other aspects of education and general intellectual development gain or suffer from the introduction of French instruction at the elementary level, (2) there are levels of ability below which the teaching

of French is of dubious value, (3) any substantial gain in mastery is achieved by learning French at age 8, and (4) which methods, attitudes and incentives are most effective in promoting the learning of French, and (5) what organizational and teaching problems are posed by the introduction of French instruction in the elementary school.

*371. Pott, Leonard A. The English competence of French-speaking students in a bilingual setting. Canadian Modern Language Review 32, no.4:365-377 Mr'76. EJ 141 429.

This report discusses the findings of an evaluation of the bilingual education program in the schools of the Niagara South Board of Education (Ontario).

372. Renaud, J. "Conversational French"; a study of immersion courses in French. Alberta Modern Language Journal 13:26-36 Fall'74.

373. Russell, Lois P. Second language teaching in the Province of New Brunswick. Profile 9:9-10 Apr'70.

*374. Russell, Lois P. Second languages in New Brunswick; 1972 edition. Canadian Modern Language Review 28, no.3:14-19 Mar'72. EJ 056 336.

*375. Secondary School French Revision Committee. Survey of Secondary School French Programs. Victoria: Ministry of Education, Curriculum Development Branch, 1978. 138 p.

Each school in British Columbia offering French at any level of the secondary program was requested to complete a questionnaire concerning teachers' professional preparation and inservice activities, organization of the French program, methods and materials used, evaluation and the direction of future planning. The study was intended to assist the Secondary French Revision Committee in the planning and development of a revised secondary french program and to provide information with respect to the coordination of French programs and the direction of future inservice education activities.

376. Shapson, S.M., and M.P. Purbhoo. Second Language Programs for Young Children. Toronto: Board of Education Research Department, 1974. 72 p.

This report provides a selection, description and summary of programs and research involving two languages of instruction. The main emphasis is on structures, goals and outcomes of second language programs at the elementary school level. There is a clear indication that motivation and attitudinal factors are related to success in second language programmes. Socio-political factors must also be considered.

*3. Shapson, Stan, and David Kaufman. French immersion: a western perspective in Canadian Society for the Study of Education. Yearbook: Bilingualism in Canadian Education: Issues and Research/Le bilinguisme dans l'éducation canadienne: la recherche et les problèmes. Edmonton: CSSE, 1976. p.8-26.

Early immersion programs in Vancouver, Victoria and Coquitlam were evaluated. Results show that children in early immersion programs in BC compare quite favourably with their counterparts in Ottawa and Toronto in French comprehension skills as well as achievement in their mother tongue. Although the data collected so far extends only to grade two, it appears that, while factors specific to B.C. (e.g., lack of exposure to French culture, etc.) might influence the implementation of a program, it does not so far influence its success.

*378. Shapson, Stan, and David Kaufman. Overview of elementary French programs in British Columbia: issues and research. Canadian Modern Language Review 34, no.3:586-603 Feb'78. EJ 183 542.

This is a report of the findings of a longitudinal study of the immersion program in one school district through the primary grades, and a description of the British Columbia French Study, an evaluation of elementary French programs in the province. Discussion includes grade level and staffing questions.

*379. Shapson, Stan, and David Kaufman. A study of the late immersion French program in secondary school. Canadian Modern Language Review 34, no.2:186-93 Jan'78. EJ 175 822.

A presentation of a study and evaluation of a late-immersion French program in British Columbia. Grade ten students took one semester in which French was the only language of instruction. Proficiency of these students increased significantly. The findings, along with previous research, suggest that late immersion is a feasible option.

*380. Stanley, Malcolm H. French immersion programs: the experience of the Protestant School Board of Greater Montreal. Canadian Modern Language Review 31, no.2:152-160 Nov'74. EJ 109 482.

Discusses early and late French immersion programs, their advantages and disadvantages, and considerations of staffing, cost, student motivation, effect on native language skills, and program effectiveness.

*381. Stanutz, Spencer. The teaching of French as a second language in Ottawa. Canadian Modern Language Review 31, no.2:141-151 Nov'74. EJ 109 483.

The Ottawa school system conducts French instruction in both immersion and "core" or regular programs. Special features are bilingual grades at the higher level and a bilingual high school. French immersion programs are evaluated in terms of expense and educational effect.

*382. Stern, H.H. OISE Bilingual Education Project in Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: OISE, 1972. p.51-54.

The specific tasks of the OISE Bilingual Education Project are (1) to provide clearinghouse and coordination services; (2) to offer information and documentation; (3) to cooperate in the evaluation of bilingual education; (4) to participate in curriculum development and materials selection; (5) to organize teachers' workshops. The terms of reference are limited to English-French bilingual education for children in English-speaking school systems in Ontario.

*383. Stern, H.H., and A. Weinrib. New French programs: a consumer's guide. Orbit 1:8-11 Feb'70.

A description of course materials designed for anglophones learning French in a Canadian setting and points to consider in selecting an appropriate program.

*384. Stern, H.H., Clare Burstall and Birgit Harley. French From Age Eight or Eleven? A Study of the Effectiveness of the Teaching of French at the Primary Level in the Schools of England and Wales. Toronto: OISE for the Ministry of Education, Ontario, 1976. 122 p.

This study arose from the recently published report of the National Foundation for Educational Research (NFER) in Britain, Primary French in the Balance (1974). The study consists principally of a series of discussions between the project teacher, Dr. Clare Burstall, who is the main author of the NFER Report, Ontario Ministry of Education officials, the principal investigator (H.H. Stern), and other invited participants in the workshop sessions. The study summarizes the main findings of the research undertaken in Britain between 1964 and 1974 and raises, in the form of questions and answers, the principal issues of interest to Ontario educators.

*385. Stern, H.H., and others. French Programs -- Some Major Issues: Evaluation and Synthesis of Studies Related to the Experimental Programs for the Teaching of French as a Second Language in the Carleton-Ottawa School Boards. Toronto: Ontario Institute for Studies in Education for the Ministry of Education, Ontario, 1976. 155 p.

This report presents on overview of three major research projects on the extended teaching of French as a second language being conducted in some of the schools in the National Capital Region. Descriptions and comments on the various types of programs studied within each project are given -- i.e. immersion vs 60 min. programs, maternal vs tuition approach, francobus, enriched French vs 20 min. in small classes, etc. The remainder of the report provides responses to 43 questions on second language teaching and learning that have been posed by the Ministry of Education. A number of issues which have not yet received the research attention necessary to provide the detailed information required by the policymaker are raised. They include questions regarding the psychological and educational implications of the experimental innovations, curriculum content and methodology, organization, administration, costs and teacher supply and training.

*386. Stern, H.H., and others. The Ottawa-Carleton French Project: issues, conclusions and policy implications and comments of guest analysts. Canadian Modern Language Review 33, no.2:216-243 Nov'76. EJ 150 327.

An overview and synthesis is given of a number of studies concerned with different aspects of a major research project related to French programs in Carleton and Ottawa schools. Comments and criticisms are made by three guest analysts.

*387. Stern, H.H., and others. Three Approaches to Teaching French; Evaluation and Overview of Studies Related to the Federally-funded Extensions of the Second Language Learning (French) Programs in the Carleton and Ottawa School Boards. Toronto: Ontario Institute for Studies in Education for the Ministry of Education, Ontario, 1976. 138 p.

During 1973-75, the four major boards in the Ottawa-Carleton region received federal grants to experiment with different approaches to the teaching of French in English-speaking schools. Additional provincial funds made detailed evaluation of these programs possible. This report is an overview and evaluation of the entire project based on the individual reports plus information gathered locally. It provides a brief description of the experimental programs, an analysis of the main issues involved and a discussion of the research designs used in evaluating the programs. It then reviews in detail the findings on core French, extended French and immersion, describes several specific studies and draws some conclusions.

388. Spolsky, B., and R. Cooper, eds Case Studies in Bilingual Education. Rowley, MA: Newbury House.

Comprises contributions from Belgium, Canada, China, India, Indonesia, New Zealand, Wales, the Republic of South Africa and the USSR among other countries.

*389. Swain, Merrill, ed. Bilingual Schooling: Some Experiences in Canada and the United States. A report on the Bilingual Education Conference, Toronto, March 11-13, 1971. Toronto: Ontario Institute for Studies in Education, 1972. 102 p., bibl.

This conference originated from the enthusiasm of a large number of English-speaking parents in the province of Ontario for English-French bilingual education. Various papers describe bilingual programs now in effect.

*390. Swain, Merrill, and Henri C. Barik. Five Years of Primary French Immersion: Annual Reports of the Bilingual Education Project to the Carleton Board of Education and the Ottawa Board of Education up to 1975. Toronto: Ontario Institute for Studies in Education, 1976. 130 p.

The French immersion programs in the schools under the jurisdiction of the Ottawa and Carleton Boards of Education are evaluated in this report for five consecutive years. The continuing evaluation focussed

on two basic questions: (1) Does instruction of the prescribed curriculum through the medium of a second language have any harmful effects on native language skills, on achievement in such basic academic skills as reading and arithmetic or on the student's IQ and general cognitive development? (2) How beneficial is the French immersion program with regard to proficiency in French, when compared with the regular school program in which French is taught as a subject and all other instruction is in English?

*391. Swain, Merrill, and H.C. Barik. The role of curricular approach, rural-urban background, and socioeconomic status in second language learning: the Cornwall Area Study. Alberta Journal of Educational Research 24, no1:1-16 Mar'78. EJ 179 665.

Presenting evaluation results of a kindergarten bilingual education program and follow-up program, this article indicates French immersion can be effective among rural and urban students of both upper-middle and lower socioeconomic status.

*392. Swain, Merrill, and Sharon Larkin. Beginning French immersion at grade 8. Orbit 8, no.4:10-13 Oct'77.

This study indicated that students enrolled in the grade 8 French immersion program in Peel County initially attained a higher level of French proficiency than comparable groups of students taking the core (20-40 min/day) French option and that overall academic development had not suffered. Pronounced differences in the 2 groups tapered off in the higher grade levels where only 40 min/day was devoted to French and the 2 groups were combined for their French instruction. The areas in which the immersion students maintained the advantage gained in the first several years were those of listening comprehension and the ability to copy with the communicative demands of French.

*393. Sweet, Robert J. The pilot immersion program in Allenby Public School, Toronto. Canadian Modern Language Review 31, no.2:161-168 Nov'74. EJ 109 481.

An explanation of a kindergarten French immersion program includes essential background information, details of implementation, problems encountered, practical and theoretical implications and suggested solutions to the difficulties encountered.

*394. Tucker, G. Richard, and A. d'Anglejan. An approach to bilingual education: the St. Lambert experiment, in Swain, Merrill. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: OISE, 1972 p. 15-21

An explanation of the St. Lambert experiment designed to promote functional bilingualism through a policy of home-school language switch. English-speaking children were immersed in French full time in kindergarten and grade 1. English language skills were introduced gradually from grades 2-5 with the goal being an overall ratio of 55% French to

45% English. The children's progress was carefully monitored for five years. Results are presented and discussed.

**395. Tucker, G. Richard, and others. Cognitive and Attitudinal Consequences of Following the Curricula of the First Four Grades in a Second Language. Montreal: McGill University, 1971. 78 p. Available ERIC. ED 055 485.

This report presents an evaluation of a bilingual education program in which English-speaking children receive most of their school instruction in French. The paper discusses details of the program and curriculum. Results are presented of tests examining English and French language skills, arithmetic, intelligence and creativity, sensitivity to foreign sounds, attitudes toward ethnolinguistic groups, and self concept. The program evaluators feel that bilingualism can be most efficiently attained if biculturalism or culture sensitivity is pursued at the same time. At the end of grade 4, the children can read, write, sepak, understand, and use French far better than students who follow typical French-as-a-second-language programs.

396. Tucker, G. Richard, and others. French immersion programs: a pilot investigation. Language Sciences no.25:19-26 Apr'73. EJ 075 025.

Research supported in part by grants from the Protestant School Board of Greater Montreal, the Canada Council, and the Defence Research Board.

397. Upton, Leslie K. Change and experiments in British secondary schools. Babel: Journal of the Australian Federation of Modern Language Teachers' Associations 13, no.3:10-14 Oct'77. EJ 175 841.

The reorganization of British secondary schools, curriculum reform and the consequent language offerings to pupils of all abilities has resulted in questioning and experimentation. Changes in time tables and teacher allocation at a London comprehensive school are described. A multi-media French course called "Eclair" is also described.

398. Vancouver. Board of School Trustees. Ecole Bilingue: Report of a Three-Year Study of an Elementary School Immersion Project. Vancouver: Board of School Trustees, Department of Evaluation and Research, 1976. 14 p.

*399. Wilkinson, E. Ottawa Separate School Board primary immersion program in Swain, Merrill, ed. Bilingual Schooling; Some Experiences in Canada and the United States. Toronto: OISE, 1972. p.41-44.

The Ottawa Separate School Board immersion program offers ½ day French immersion kindergarten. At the grade 1 level parents have the option of choosing total immersion, a 75 minute program or no French at all. Grades 2-4 would receive 20 min. daily, grade 5-8 30 min.

*400. Wilton, Florence. Implications of a second-language program: the Coquitlam experience. Canadian Modern Language Review 31, no.2:169-180 Nov'74. EJ 109 485.

The experience of a British Columbia bilingual education program is outlined, with information about number of pupils, program objectives, staffing, teaching materials and cost. The program teaches French in a primarily English-speaking area.

6. Research Methodology and Reviews of Research

401. Bennett, William A. The nature of research into second language learning. Audio-visual Language Journal 13, no.1:23-26 Spr'75. EJ 116 150.

> Criticizes the philosophy and management of several research projects of the 1960's. The procedures employed by second language learners unconstrained by group arrangements, teacher presentation, or other major interventions in their learning opportunity need to be studied. Only then can a theory of second language learning be constructed.

*402. Bialystok, Ellen, and Merrill Swain. Methodological approaches to research in second language learning. McGill Journal of Education 13, no.2:137-144. Spring 1978.

> The learning of second languages, like any educational undertaking, is subject to such a complexity of influences that the strategies of research cannot afford to confine themselves merely to those inquiry procedures that precedent alone has sanctioned. The authors lay down three criteria for selecting appropriate methodology for any intended inquiry and review with examples the respective attributes and limitations of case study research, evaluative research and experimental studies.

*403. Bruck, Maggie, and Merrill Swain. Research conference on immersion education for the majority child: Introduction. Canadian Modern Language Review 32, no.5:490-493 My'76. EJ 143 026.

> A conference was held in Montreal in November 1975 which focussed on research related to the immersion approach to second language teaching. Background information and purposes of the conference are given.

404. Fernandez, Rafael. Rationale for a field-based research and development project for multicultural-bilingual education. NABE: The Journal of the National Association for Bilingual Education 1, no.3:11-32 My'77. EJ 174 152.

> Bilingual education needs an instructional design which considers totally its special nature and encompasses a plan for implementing a sound integral education program through a sequential and articulated curriculum supported by relevant instructional materials. A fieldbased project consisting of experimental and control schools for the design's development is proposed.

405. French-language Learning Studies: Summaries of Studies Recently Conducted in the City of Ottawa. Ottawa: Board of Education Research Centre, 1972. 16 p.

406. Gardner, R.C., and P.C. Smythe. Research-findings in seven regions across Canada (French as second language). Reporting Classroom Research 4:6-7 Sept-Oct'75.

*407. Genesee, Fred. Individual differences in second-language learning. Canadian Modern Language Review 34, no.3:490-504 Feb'78. EJ 183 536.

A description of four research strategies which are different from the commonly used between-groups design: the sub-group method, the regression or correlation method, the case study method and the ethnography method. Two studies carried out in Montreal using the regression method are discussed.

*408. Hakuta, Kenji, and Herlinda Cancino. Trends in second language acquisition research. Harvard Educational Review 47, no.3:294-316 '77. EJ 167 142.

Authors present a critical, historical overview of research on second language acquisition. Outlines four analytical approaches -- contrastive, error, performance, and discourse analysis -- traces the shifts among these approaches, and demonstrates the advantages and disadvantages of each. Also shows how the different approaches reflect changing conceptions of language and the nature of learners.

409. Hanzeli, V.E. Learner's language: implications of recent research for foreign language instruction. The Modern Language Journal 59, no.8:426-32 Dec'75.

*410. Harley, Birgit. Alternative programs for teaching French as a second language: Introduction. Canadian Modern Language Review 33, no.2:134-136 Nov'76. EJ 150 324.

A research colloquium entitled "Alternative Programs for Teaching French as a Second Language in the Schools of the Carleton and Ottawa School Boards" was held by the Ontario Ministry of Education in April 1976. The purpose, background, and program of the colloquium are described.

411. Heredia-Deprez, Christine. Le bilinguisme chez l'enfant. Linguistique 13, no.2:109-30 '77. EJ 173 775.

Un rapport sur l'état de la recherche en matière de bilinguisme chez les enfants servant à déterminer si les langues premières et secondes s'acquièrent ou pas de la même façon. Un certain nombres d'études y sont décrites et classifiées; on traite également de l'usage, la prononciation, l'interférence et la question de la langue dominante.

412. Llanes, Jose R., and others. A classroom-based approach to research in bilingual education processes. Attisbos Journal of Chicano Research -: 107-18 Wtr'76-77. EJ 157 356.

The paper describes a method for the identification, investigation, evaluation, and replication of successful bilingual instruction. The location of exemplary programs and the classrooms within the program are stressed. Investigation of successful bilingual programs is based on an "interactive model" for applied research which uses sociometric, psycholinguistic, anthropological, and related measures. A "stake

judgmental model" is used to determine the extent to which new programs follow successful programs.

**413. Mackey, William F. Organizing research on bilingualism: the ICRB story. McGill Journal of Education 13, no.2:116-127 Spr'78.

Ten years ago, the International Centre for Research in Bilingualism came into being under international auspices, at Laval University in Quebec City. Professor Mackey, a participant in the Centre since its foundation, here delineates its work in documentation, in research, and in the various publications series it has initiated.

*414. McGillivray, W.R. The French Immersion Centre. Canadian Modern Language Review 34, no.5:895-7 May'78. EJ 184 989.

A brief discussion of the history, organization, program, advantages and effectiveness of immersion centres, and schools offering only the immersion program in Canada. Some of the small amount of existing research is reviewed. Although there are no definitive conclusions, it is suggested that such centres may offer a better educational program than other types of immersion.

415. Oller, John W., Jr. Self-Concept, Other Concept and Attained Second Language Proficiency. Louisville, Ky.: Inter-disciplinary Program in Linguistics, 1976. 12 p. Available ERIC. ED 135 228.

A return to basic inductive research methods is recommended. Specifically, the scientific method of "strong inference" ought to be applied in attempts to prove hypotheses concerning the relationship that may exist between attitude variables and the learning of a second or foreign language.

*416. Rondeau, G. L'enseignement des langues secondes: méthodes et techniques nouvelles. Ecole ontarienne 24:165-9 mr-av'68.

Les dernières années on apporté une quantité de nouvelles théories et techniques dans l'enseignement d'une langue seconde. L'auteur en décrit quelques-unes, en évaluant leur pertinence dans la classe.

417. Stern, H.H. A General Model for Second Language Teaching Theory and Research (paper to CAPE-CCRE-CERA joint conference, St. John's, Newfoundland, 1971). Toronto: Ontario Institute for Studies in Education, 1971. 14 p.

*418. Stern, H.H. Second language learning research and the teaching of languages in universities. Alberta Modern Language Journal 16, no.2:31-45. Wtr'77-78.

Various investigations into the nature of second language learning are discussed. University departments are urged to evaluate their own programs, thereby making a contribution to the body of research available and improving the academic quality of their programs.

419. Tarone, Elaine, and others. Some limitations to the classroom applications of current second language acquisition research. TESOL Quarterly 10, no.1:19-32 Mar'76. EJ 136 239.

Limitations of language acquisition research are: the restricted linguistic scope of studies; lack of data in cognitive processes and learning strategies, the role of individual variables, second language acquisition, and the role of social and environmental variables; and undeveloped methodology for data collection and data analysis.

420. Thompson, David C. Overview of Major Theories and Identification of Crucial Factors in the Acquisition of First and Second Language Skills. 32 p. 1977. Available ERIC. ED 149 588.

In an attempt to trace the history of second language teaching methodology today, this document reviews the major trends of thought concerning first and second language acquisition. The contributions of the behaviorist and nativist schools of thought are examined in particular, and two major issues are focussed upon: (1) the origins of second language teaching methodology and the way it is evolving; and (2) the implications for language teachers of historical and current thought concerning language motivation and crucial factors in the acquisition of language skills.

*421. Tucker, G. Richard. Summary: Research Conference on Immersion Education for the Majority Child. Canadian Modern Language Review 32, no.5:585-591 My'76. EJ 143 036.

A summary is given of a research conference held in Montreal in November 1975. Six themes of the conference are outlined and discussed: identification of program goals for evaluation; program structure and evaluation; program product and evaluation; process of second language acquisition, dissemination of information; responsibilities of the researcher.

422. Wylie, Richard E., and Patricia Baca deMcNicholas. Responsive bilingual-bicultural instructional strategies: a prospectus. Childhood Education 53, no.2:111-115 Nov/Dec'76. EJ 154 056.

This article reviews research in bilingual-bicultural instructional strategies, including preparation of bilingual-bicultural specialists.

423. Zappert, Laraine Testa, and B. Roberto Cruz. Bilingual Education: An Appraisal of Empirical Research. Washington: Office of Bilingual Education, 1977. 106 p. Available ERIC. ED 153 758.

The volume presents an appraisal of the empirical research in bilingual education. Over 180 research studies and project evaluations were reviewed and evaluated for the soundness of their research designs.

7. Testing, Measurement and Evaluation

**424. Allen, Edward D. Communicative Competence. CAL-ERIC/CLL Series on Languages and Linguistics No.15. Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975. 23 p. Available ERIC. ED 104 166.

In the first part of this paper several theories on the subject of communicative competence are examined. Part 2 is devoted to a discussion of how a teacher can test for communicative competence, and the practicality of this type of testing, in terms of class time, equipment required and objective grading, is emphasized. Part 3 summarizes a number of experiments conducted to determine the effectiveness of communicative competence training. The paper concludes with a detailed list of communicative exercises representing various levels of difficulty.

425. Barik, H.C. French Comprehension Tests. Toronto: Ontario Institute for Studies in Education, 1976. Various test manuals.

These tests of listing comprehension are designed especially for use with children in French immersion programs; they may also be used with children in intensive French programs at the early grade levels.

426. Benevento, Jacqueline. A meaningful evaluation of foreign language learning: reading and writing. Modern Language Notes 10, no.3:2,4 Spr'68.

The article initially treats the difference between measurement (quantitative) and evaluation (qualitative) and explains the essentials for meaningful evaluation as being clearly defined course objectives, teaching methods and testing procedures. The educational objectives in "Taxonomy of Educational Objectives, Cognitive Domain" are then considered as an acceptable guide to testing. Advantages and disadvantages of objective and essay tests and their relevance to these educational goals are considered. Particular testing techniques for students at different levels of reading and writing skill are identified, and suggestions are made for the composition and grading of essay tests.

427. Bradshaw, John. What is language mastery? Audio-Visual Language Journal 12, no.3:129-133 Wtr'74/75. EJ 111 169.

Asserts that language mastery should be judged separately from knowledge, reasoning ability and personality traits. Recognition of and communication of intention are discussed as key factors in language mastery, and the skills of reading, speaking, writing and comprehension are described as independent skills.

428. Campbell, G.W. Foreign language testing - a recent evaluation. Modern Language Journal 12:16-19 Fall'73.

**429. Carroll, John B. Foreign Language Testing: Will the Persistent Problems Persist? Paper presented at the ATESOL Conference, Dublin, 1973. 20 p. Available ERIC. ED 079 432.

The following problems in foreign language testing are considered: validity -- insuring that measurements and assessments obtained reflect what they are intended to reflect; scope -- insuring that all components of competence and skill are measured; efficiency -- obtaining the best assessments possible within the limits of time and resources available; and the problem of relating tests to the wider context of instruction.

**430. Carroll, John B. The Prediction of Success in Intensive Foreign Language Training. Reprint from Training Research and Education, Chapter 4, p. 87-136. Pittsburgh: University of Pittsburgh Press, 1962. 52 p. Available ERIC. ED 038 051.

After a review of the problems of predicting foreign language success, this booklet describes the development, refinement, and validation of a battery of psychological tests, some involving tape-recorded auditory stimuli, for predicting rate of progress in learning a foreign language. Results are interpreted in terms of a model that depicts relations among aptitude, ability to understand instruction, motivation, time allowed for learning, and quality of instruction. An appendix of test descriptions and a list of references accompany the text.

431. Centre international de recherche sur le bilinguisme. Test Laval, test de classement français langue seconde. Québec: Presses de l'Université Laval, 1976.

**432. Cox, Jerry. Current Trends in Foreign Language Testing. Paper presented at the Fall Conference of the South Carolina Chapter of the American Association of Teachers of German, Sept., 1977. 10 p. Available ERIC. ED 157 379.

Three techniques of integrative FL testing are specifically discussed: dictation, cloze testing and noise testing. Studies show that dictation, when properly conducted, is a useful and efficient measure of overall language proficiency. Cloze testing is defined and illustrated with four examples, each with a different format. Noise or interference testing is briefly defined and three possible formats for such tests are suggested. All three devices test native-like language proficiency and are based on the redundancy, creativity and competence aspects of language. It is suggested that such testing be introduced periodically to keep abreast of students' interlanguage development and to replace the narrow focus of feature or chapter quizzes with total language testing. Test samples are appended.

**433. DeGeorge, George P. Guidelines for Selecting Tests for Use in Bilingual/Bicultural Education Programs. Paper presented at the MATSOL Spring Conference, 1975. Available ERIC. ED 108 529.

This guide is a compilation of factors considered important in the selection of tests for bilingual/bicultural programs. It is intended

for use by test selectors or teachers in bilingual education, and does not presume to be exhaustive or authoritative. Basically the guide consists of questions the test selector or teacher should ask when selecting tests. Questions concern the purpose of the test, the relation of the test to the student, test validity, and practical considerations such as financial factors and ease of scoring.

*434. Duhamel, Ronald J. Second language program evaluation. Canadian Modern Language Review 27, no.2:37-43 Jan'71. EJ 038 188.

435. Equipe de professeurs de l'Université Laval. Test Laval: formule A, classement en français langue seconde. Québec: Presses de l'Université Laval, 1971.

436. Equipe de professeurs de l'Université Laval. Test Laval: formule B, formule C, classement en français langue seconde. Québec: Presses de l'Université Laval, 1976.

**437. Evaluation Instruments for Bilingual Education: An Annotated Bibliography. Austin, Texas: Disseminatioon Center for Bilingual Bicultural Education, 1975. 125 p. Available ERIC. ED 111 182.

This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed are those provided by staff in bilingual/bicultural programs throughout the country. Instruments in seven languages other than English are included. These are: French, Spanish, Portuguese, Hebrew, Navaho, Chinese, and Miccosukee.

438. Fishman, Joshua A. The measurement and description of widespread and relatively stable bilingualism. Modern Language Journal 53, no.3:152-156 Mar'69. EJ 002 839.

439. Fishman, Joshua A., and Robert L. Cooper. Alternative measures of bilingualism. Journal of Verbal Learning and Verbal Behaviour 8, no.2:276-282 Apr'69. EJ 011 085.

This report was based upon work designed to study simultaneously the psychological, linguistic and sociological aspects of bilingual behavior.

*440. French achievement levels defined. Dimensions 11, no.2:2 Je'77.

The Ontario Ministry of Education guidelines for the levels of competency which can be expected after a given number of hours of French language instruction are explained.

**441. Garcia-Zamor, Marie and Mary J. Krowitz. Contextual Testing and Communicative Competence (Preliminary Version). Paper presented at the Linguistic Society of America Meeting, New York, 1974. 23 p. Available ERIC. ED 104 145.

It is believed that by focussing on the problems of advanced learners of English as a second language, implications can be drawn for issues in second language teaching and testing in general. Considerations are offered on the influence of structural linguistics and transformational generative linguistics as well as language acquisition theories on teaching and testing methodology. Tests which are a result of these ideas are criticized as overlooking considerations of validity, efficiency, scope, and meaningfulness.

*442. Gilbert, J.H. Assessing bilingualism in pre-school children. Parts I and II. Principal's Journal 9:37-46 Mar'69 and 10:1-9 Nov'69.

The author tests the bilingual pre-school child's command of first and second languages using defined language tests.

*443. Gliksman, L., and others. An investigation of the test-retest reliability of the subscales of the Modern Language Aptitude Test (MLAT). Canadian Modern Language Journal 35, no.2:204-210. Jan'79.

The results of this study suggest that educators interested in using a language aptitude test should take account of the age and grade level of the students and choose the test accordingly.

444. Hammanberg, B. The insufficiency of error analysis. International Review of Applied Linguistics in Language Teaching 12, no.3:185-192 Aug'74. EJ 109 456.

The position here is that error analysis is inadequate, particularly from the language-teaching point of view. Non-errors must be considered in specifying the learner's current command of the language, its limits, and his learning tasks. A cyclic procedure of elicitation and analysis, to secure evidence of errors and non-errors, is outlined.

*445. Harper, Frank B.W., and W.E. Kieser. The validity of the elementary modern language aptitude test for French language achievement in grades 7 and 8. Canadian Modern Language Review 34, no.1:23-36 Oct'77. EJ 170 044.

A description of the EMLAT, its content, norms used, types of questions and results. Statistical tables are included. The conclusion is that the EMLAT has predictive validity for achievement in French language whether the method used is traditional or audio-lingual. The first two subtests contribute most as predictors.

446. Harrison, Andrew. Incline of difficulty in French: an experiment in test-setting. Audio-Visual Language Journal 15, no.2:135-45 Sum'77. EJ 170 066.

An experiment with the British 16-plus examinations in French was intended to investigate the principle of an incline of difficulty in

language testing and the problems facing an examiner in setting different tests on an incline. The test contained sections on reading comprehension and writing. Results are discussed.

447. Henning, Grant H. Measuring foreign language reading comprehension. Language Learning 25, no.1:109-114 Je'75. EJ 131 047.

A study to evaluate seven commonly employed reading comprehension testing techniques in terms of predictive validity, difficulty and discriminability is described.

448. Hofmann, Th.R. Levels of Competence in Oral Communication. Working Papers on Bilingualism, No.4. Toronto: Ontario Institute for Studies in Education, 1974. 20 p. Available ERIC. ED 123 869.

A set of levels of useful oral competence in a second language are proposed, and a revision in its structure is shown that can make it applicable to first language and to passive-bilingual situations. Unlike many other scales of bilingualism, it integrates oral expression and oral comprehension into a single scale without losing validity. Its distinctions are gross enough to be easily perceived and easily tested for, to be objective and reliable, and to be easily interpreted in terms of ordinary experience.

449. Holt, R.F. Testing oral proficiency. Babel: Journal of the Australian Federation of Modern Language Teachers' Associations 11, no.1:34-37 Apr'75. EJ 122 744.

The lack of oral testing in second language learning and the reasons for this lack are discussed. Examples of oral tests which have been developed are given.

**450. International Association for the Evaluation of Educational Achievement. IEA Six-Subject Survey Instruments: French as a Foreign Language Tests. Stockholm: IEA. . 155 p. Available ERIC. ED 102 184.

In 1965 the International Association for the Evaluation of Educational Achievement inaugurated a cross-national survey of achievement in six subjects. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are 18 tests of French as a foreign language.

451. Irvine, David J. Evaluation Methodology for a French Language Immersion Program. Paper presented at the Evaluation Workshop on the French Language Immersion Program, March 1977. 9 p. Available ERIC. ED 139 255.

The Plattsburgh French Language Immersion Program (FLIP) is designed to enrich the education of majority-group children. In discussing evalua-

tion methodology for FLIP, the general problems of evaluating a program are discussed, as well as reactions to details of the design developed by the research group for FLIP.

452. Johansson, Stig. An evaluation of the noise test: a method for testing overall second language proficiency by perception under masking noise. International Review of Applied Linguistics in Language Teaching. 11, no.2:107-33 My'73. EJ 082 947.

453. John, Vera P., and Vivian M. Horner. Early Childhood Bilingual Education. New York, NY: Modern Language Association of America, 1970.

This work provides a great deal of information on the structure of certain instructional programs and the problems involved in tests and the evaluation of early bilingualism.

**454. Jonz, Jon G. Can't Language Testing Interface with Language Acquisition? Paper presented at the Meeting of the Teachers of English to Speakers of Other Languages, Los Angeles, 1975. 8 p. Available ERIC. ED 117 982.

Behaviourist/structuralist language teachers and theoreticians are beginning to pay attention to contributions from contemporary linguists, psychologists, and educators. This paper draws attention to an obvious, but not often considered point of interest to all who are engaged in formal language instruction and in related fields. Classroom procedures which run counter to natural acquisition strategies compete for the attention and energies of the language acquirer and may indeed hamper language acquisition. The same holds for language testing procedures.

455. Julé, L. Evaluation and testing. Saskatchewan Association of Teachers of French Journal 6:16-25 Fall'71.

456. Kelly, L., ed. The Description and Measurement of Bilingualism/Description et mesure de bilinguisme. Toronto: Toronto University Press (in association with the Canadian National Commission for Unesco), 1969. 350 p.

This report on the work and discussions at an interdisciplinary and international symposium organized by the Canadian National Commission for Unesco at Moncton (New Brunswick) contains several interesting contributions on this subject, including session no.1: How and when does one become bilingual?; and session no. 2: How does one measure someone's bilingualism? It concludes with an extensive bibliography.

457. Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests. A Teacher's Book. New York: McGraw-Hill Book Company, 1961. 389 p. ED 032 799. Not available ERIC.

Intended as a comprehensive introduction to the construction and use of foreign language tests, this book utilizes modern linguistic knowledge as a base for specific language testing. Major attention in testing is focussed on such integrated language skills as auditory and reading

comprehension, speaking, writing, translation, and over-all language control. Teaching of cross-cultural understanding and abstract values is also covered. Final chapters on the refinement and use of language tests are devoted to definition and description of norms, validity, reliability, item analysis, scoring, experimental design, and achievement.

*458. Maurice, Louis J., and Robert R. Roy. A measurement of bilinguality achieved in immersion programs. Canadian Modern Language Review 32, no.5:575-581 My'76. EJ 143 033.

The need for assessment of the extent to which second language immersion programs develop students who have a good command of both languages is described, and a method is proposed for measuring bilingualism. A report is made of an application of this unit of measurement.

459. Meara, Paul. Two tests of overall ability in a foreign language. Audio-Visual Language Journal 12, no.3:233-236 Wtr'74/75. EJ 111 178.

Two kinds of objective tests are described which are fairly easy to construct and which stress overall language ability and language predictability. Cloze tests involve filling in passages from which every nth word is missing. Noise tests involve the interpretation of recordings on which noise is superimposed.

460. Morrison, F.E., and J.C. Martin. A Study of French Achievement in Ottawa Grade 8 Classes. Ottawa: Board of Education Research Centre, 1972. 51 p.

461. Mothe, Jean-Claude. L'évaluation par les tests dans la classe de français. Français dans le monde no.112:19-24 Apr'75. EJ 116 200.

S'addresse aux enseignants des langues vivantes, notamment du français, sous le rapport de l'objectivité et de la subjectivité aussi bien que des problèmes de mettre les connaissances acquises à l'épreuve. Des méthodes écrites et orales précises sont analysées. Y figure un glossaire du vocabulaire des tests.

462. Northwest Regional Educational Laboratory. Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Tests. Portland: NREL, 1976. 139 p. Available ERIC. ED 129 099.

This publication represents an attempt to address the problem of adequate evaluation processes for testing language dominance and proficiency in bilingual education. It is produced by individuals intimately acquainted with the fields of language testing and bilingual education. Issues in language testing as well as its history are discussed. Evaluation criteria are established for tests: measurement validity, examinee appropriateness, technical excellence, and administrative usability. The following tests are described: 16 commercially available tests; 6 tests undergoing development or testing; and 2 tests used for experimental purposes. A final section provides a concise

evaluation of these 24 tests according to the above-mentioned criteria.

**463. Rivers, Wilga M. Testing and Student Learning. Paper presented at the First International Conference of the Association of Teachers of English to Speakers of Other Languages, Dublin, 1973. 21 p. Available ERIC. ED 086 003.

Test design and content and course design and content are mutually influential. In accordance with changing trends in foreign language instruction -- individualized learning, independent study, small group instruction, peer teaching -- testing should likewise be revamped to reinforce and inform the learning process. Tests must take into account student interests, student ability, performance objectives, preferences among various learning modalities, and willingness to devote time and effort to achieving a particular goal. Criterion referenced tests at their best would incorporate all of these features.

**464. Robinson, Peter. Basic Factors in the Choice, Composition and Adaptation of Second Language Tests. Paper given at the third annual TESOL Convention, Chicago, 1969. 11 p. Available ERIC. ED 027 540.

Evaluation tests measure the knowledge the learner has of the second or foreign languages and may be subdivided into the following categories: (1) aptitude tests, (2) diagnostic tests, (3) classification tests, (4) prediction tests, (5) progress tests. Once the purpose of the test has been determined the following stages fall into place -- level, type, selection, form, gradation, order, number of items, administration of test, correction and validation. These points are discussed in turn and are followed by a listing of recent writings on testing in second languages.

465. Rodriguez-Brown, Flora V. The Do's and Don'ts in Regard to the Evaluation of Bilingual Programs. Paper presented at the Annual Meeting of the National Association for Bilingual Education, Puerto Rico, April 1978. 18 p. Available ERIC. ED 156 717.

Many bilingual programs are undergoing constant modification, adequate assessment instruments have been lacking, and political pressures have interfered with evaluation programs. Since it is hard to find individuals who are expert in both evaluation and bilingual education, evaluation teams are recommended rather than individual evaluators. Control groups are not normally available, so quasi-experimental designs must be used. The author recommends the before-and-after and particularly the time series designs. Several precautions are listed. Independent variables for an evaluation are listed and categorized as contextual variables, student variables, and treatment variables. Dependent variables must reflect the goals or objectives of the bilingual program and must be valid. Good comprehensive documentation is also essential, particularly in longitudinal research.

466. Rodriguez-Brown, Flora V., and others. Longitudinal Design Considerations for the Evaluation of Bilingual Programs. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1976.. 18 p. Available ERIC. ED 128 416.

Five elements necessary for the rigorous evaluation of bilingual programs are discussed: (1) careful collection of meaningful baseline data from selected subjects; (2) the identification and development of instruments to measure key variables, such as context and student characteristics; (3) the identification of treatment characteristics, such as curriculum design and materials, or the method of language usage; (4) the establishment of longitudinality; and (5) the interpretation of results in implementable terms that are meaningful to teachers, policy makers, and researchers. Other considerations discussed are the validity of available tests, data collection and management, and statistical analysis of the data.

467. Savard, Jean-Guy. Bibliographie analytique des tests de langue/Analytical Bibliography of Language Tests. Québec: Presses de l'Université Laval, 1969. 3/2 p.

The author analyzes second language tests for bilingual persons, bilingual tests and language learning aptitude tests for ten different languages.

**468. Savard, Jean-Guy. Definition et mesure des fonctions langagieres. Canadian Modern Language Review 34, no.3:428-41 Feb'78. EJ 183 532.

La définition des objectifs des cours et la mise à l'épreuve de ces objectifs sont indissolublement liées au processus d'éducation. L'article renferme une description de l'élaboration d'un modèle utilisant onze fonctions langagières comme moyen de mésurer la capacité de communiquer dans une langue seconde.

469. Sousa, Ronald L. Revision, Development and Implementation of a Bilingual Evaluation Management System. Vols I-IV. Ed. D. Practicum, Nova University, 1977. var. paging. Available ERIC. ED 139 282, 283, 284, 285.

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This report describes, in detail, the problem solving procedures, activities, and strategies used in revising, developing and implementing the Bilingual Management System within the Hayward Unified School District. It should serve as a model for other bilingual programs interested in adopting a bilingual learning management system.

*470. Spilka, Irene V. Assessment of second-language performance in immersion programs. Canadian Modern Language Review 32, no.5:543-561 My'76. EJ 143 034.

Studies are reported which attempt to discover the exact level of second language proficiency reached by students in second language immersion programs, with emphasis on analysis of error.

**471. Spolsky, Bernard. What Does it Mean To Know a Language, Or How Do You Get Someone To Perform His Competence. Paper prepared for the second conference on Problems in Foreign Language Testing, University of Southern California, November, 1968. 23 p. Available ERIC. ED 028 411.

Knowing a language involves making certain sound segments, sentence patterns and lexical items a matter of automatic habit. Various approaches to testing language proficiency have failed to take into account redundancy and creativity. Redundancy reduces the possibility of error and permits communication where there is some interference in the communication channel (i.e. noise). Implications are that knowing a language involves the ability to understand a distorted message. Other implications are that one may learn a language just as well by listening as by speaking and that knowledge of language can be tested just as well by passive as by active skills since the same competence underlies both kinds of performance. One approach to test ability in a second language may be to add noise or mask portions of text.

472. Swain, Merrill. Evaluation of Bilingual Education Programs: Problems and Some Solutions. Paper presented at the conference of the Comparative and International Education Society, Toronto, February, 1976. 22 p. Available ERIC. ED 122 629.

One of the overriding problems of any psychometric study is that aspects of behavior that are nonquantifiable or difficult to quantify are not considered. The other side of this coin is that those aspects of behavior that are easiest to quantify tend to be what are examined. In evaluating bilingual education programs, problems are found in the research design, the students tested, the nature of the tests used, the methods of analysis employed, and the interpretation of findings.

473. Swain, Merrill, and others. Alternatives to Spontaneous Speech: Elicited Translation and Imitation as Indicators of Second Language Competence. Working Papers on Bilingualism, No.3 Toronto: Ontario Institute for Studies in Education, 1974. 13 p. Available ERIC. ED 123 872.

Elicited imitation occurs in an experimental situation during which subjects are requested to repeat a model sentence constructed so as to include specific desired grammatical structures. Elicited translation involves giving subjects a sentence in one language, and asking them to say the same thing, but in another language. This study finds both methods useful as indicators of second language competence. Imitation taps both comprehension and production; data obtained through imitation may be interpreted to determine the stage of acquisition of a given structure. Translation also taps aspects of second language competence, although additional investigation is needed into the translation process itself and into other variations of the translation task.

474. Swain, Merrill, and others. The Cloze Test as a Measure of Second Language Proficiency for Young Children. Toronto: Ontario Institute for Studies in Education, 1976. 12 p. Available ERIC. ED 129 076.

This paper presents empirical data concerning the use of a cloze test as a measure of second language proficiency. Grade four students in their fifth year of a French immersion program were tested using both English and French cloze tests. Correlations between the cloze test and other language achievement measures were calculated for both languages and were found to be high. It is suggested that in summative evaluations, the cloze technique provides a useful measure of overall second-language proficiency with this age group, and that an error analysis of individual items yields valuable information for formative evaluations.

475. Symes, Dal S. A Description and an Analysis of Tests for the Bilingual Child. Santa Fe, N.M.: New Mexico State Dept. of Education, Bilingual Teacher Training Unit, 1975. 13 p. Available ERIC. ED 128 359.

Nine tests are reviewed: the Leiter International Performance Scale (LIPS), the Michigan Oral Language Productive Tests Structured Response, the Michigan Oral Language Productive Test, the El Paso Public School Oral Language Dominance Measure, the Bilingual Syntax Measure, three Functional Tests of Oral Proficiency, the Oral Placement Test for Adults, and the Skoczylas Bilingual Tests and Measures. Each is described briefly, and its strengths and weaknesses are listed.

476. Teitlebaum, Herta. The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No.13. Toronto: Ontario Institute for Studies in Education, 1977. 34 p. Available ERIC. ED 140 665.

Data on language competence and language use were obtained for 99 Spanish/English bilingual elementary school children (kindergarten through fourth grade) from Albuquerque. The children's language skills were assessed by teachers, interviewers, and the children themselves. The teachers and the children also estimated the extent to which the children used Spanish and English in various settings of the home, the neighborhood and the school. As more objective measures of the children's language skills, they performed three tasks -- word naming, sentence repetition, and free speech. The relationships among the various measurement techniques were analyzed.

477. Tucker, G. Richard, and Gary A. Cziko. The Role of Evaluation in Bilingual Education. Paper presented at the Georgetown University Round Table on Languages and Linguistics, Washington, D.C., March 1978. 47 p. Available ERIC. ED 152 107.

In this paper, examples from programs in Canada, Haiti, Nigeria and the Philippines are drawn upon to examine issues such as the following: (1) the reasons why evaluations are typically undertaken; (2) the groups or individuals from whom pressure for evaluation comes; (3) the

types of evaluation strategies that have been used successfully in various places; (4) the major components of such evaluations; (5) the ways in which the results of evaluations filter down to parents, educators, administrators and political decision makers; and (6) the type of technical skills an evaluator should possess.

478. Upshur, John A. Language testing. Linguistic Reporter 16, no.6:4,9-10 Jun'74. EJ 112 731.

It is suggested in this column that trends in language testing in the last 15 years have followed trends in modern language teaching. Language testing adopted the tenets of audiolingualism and contrastive analysis, then incorporated test-making procedures of psychometrics, and finally became more eclectic in its approach.

**479. Valette, Rebecca M. Directions in Foreign Language Testing. New York: Modern Language Association, 1969. 66 p. Available ERIC. ED 034 460.

This handbook, which focusses on foreign language teaching in the classroom, aims to describe the "state of the art" in testing. The first section considers the area of aptitude testing, particularly the diagnostic function of aptitude tests. A taxonomy of foreign language teaching objectives points out the need to classify the aims of foreign language instruction. Another section on measuring achievement explores techniques and recent research, strongly urging the use of criterion-reference tests. The use of tests in the classroom and methods of evaluating teacher competence are discussed.

*480. Van Ek, J.A. The threshold-level. Education and Culture no.28:21-26 Sum'75. EJ 128 771.

This article defines the threshold-level as the lowest level of general foreign-language ability to be recognized in the unit/credit system. It further attempts to answer the question of what the learner will need to do in a foreign language through an analysis of verbal behavior as a communicative activity.

*481. Zirkel, Perry A. The why's and ways of testing bilinguality before teaching bilingually. Elementary School Journal 76, no.6:323-330 Mar'76. EJ 143 371.

Stresses the importance of systematically determining children's language dominance before enrolling them in bilingual programs, and evaluates a variety of methods used to determine language dominance. A table listing 25 aural and oral instruments (including rating scales, interview schedules, and parallel tests) is provided.

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2	June 1969	School Dropouts	(o/p)	Feb. 1971
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4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
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